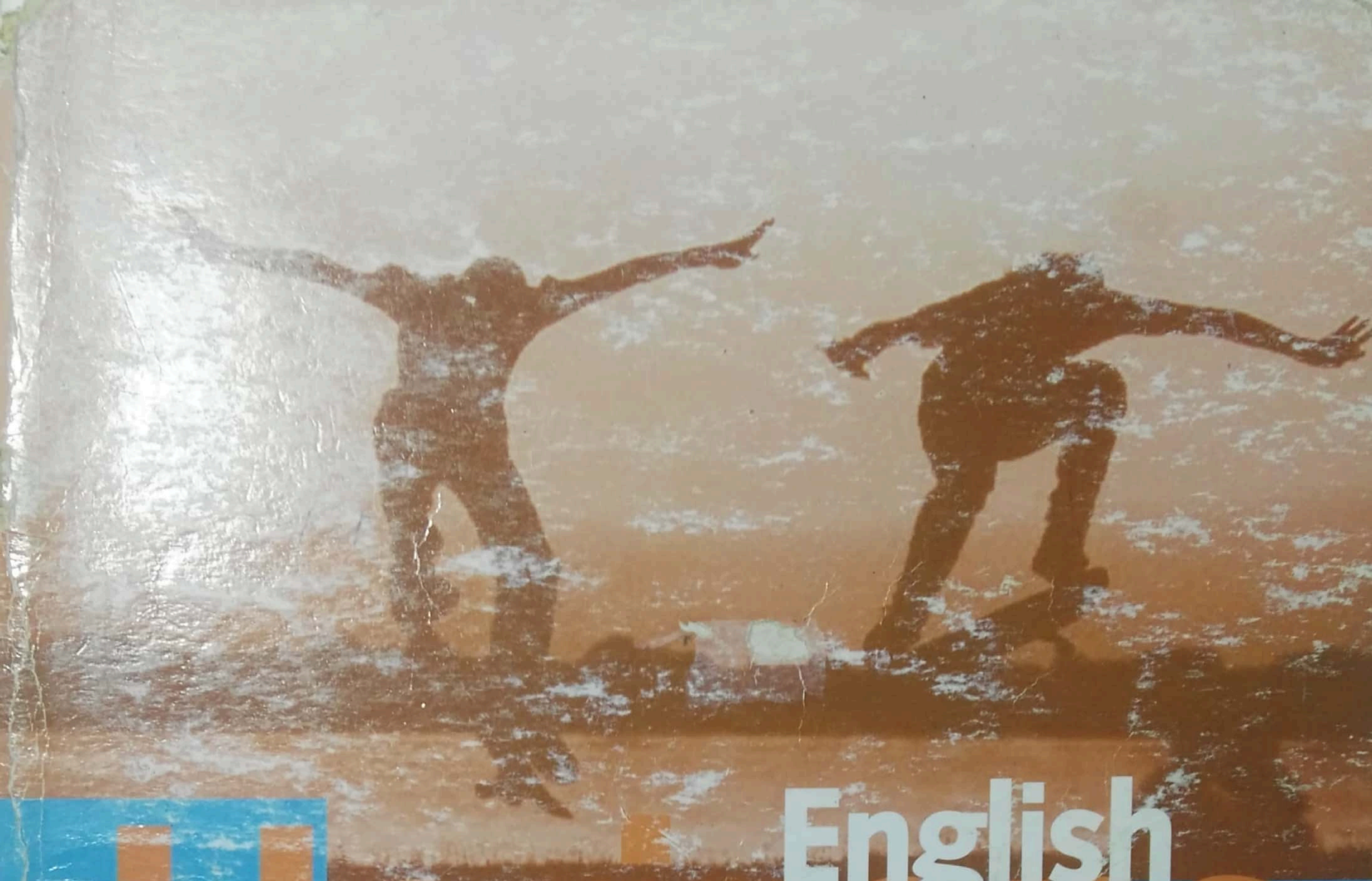


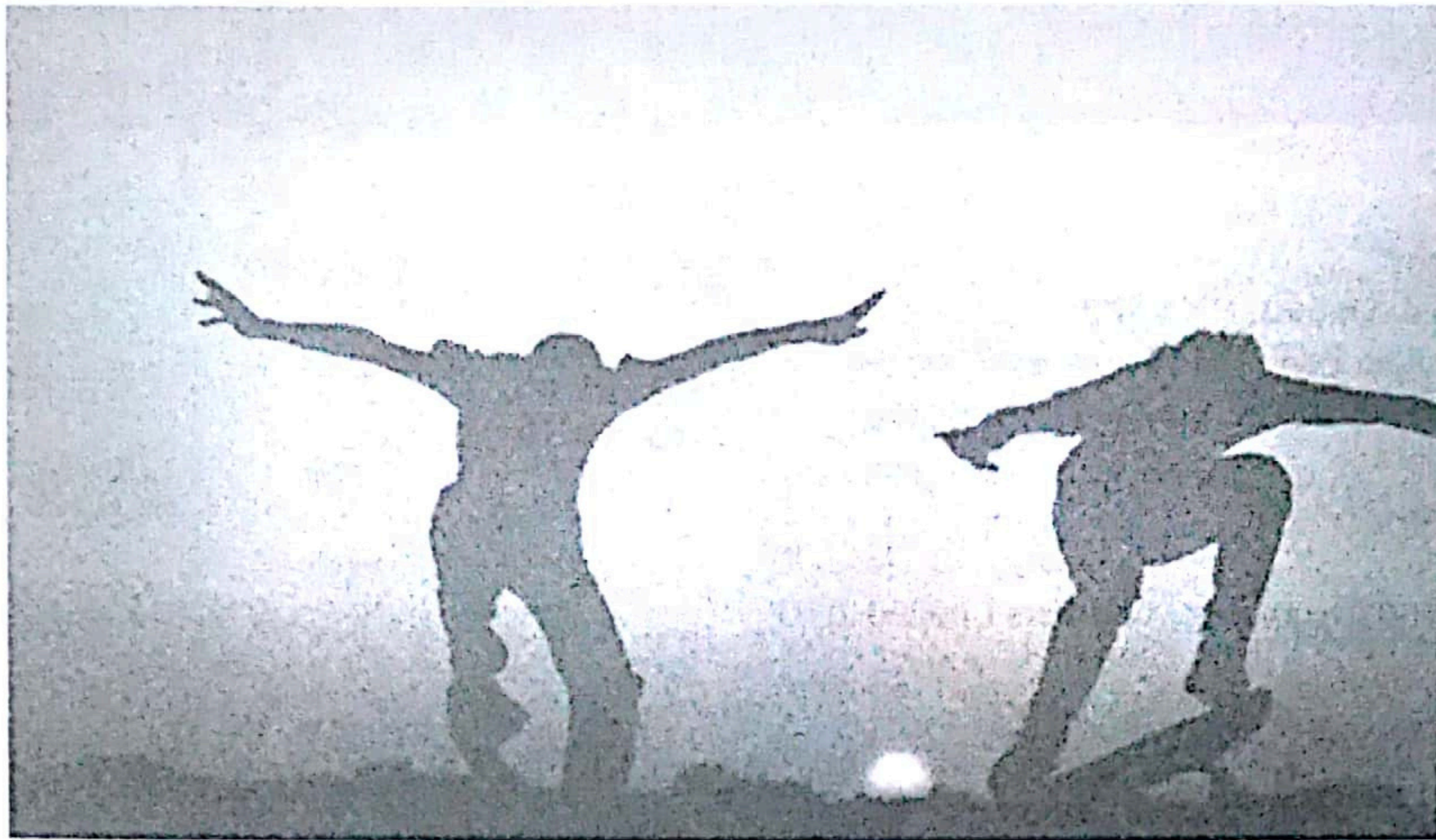


English

Horizons

First Level of English

Teacher's Guide



English Horizons

First Level of English **Teacher's Guide**

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Introduction

1 General overview

Horizons has been specifically designed for Grade 7 in the National Curriculum. It has four aims: (1) to help the learners to develop such competencies as interpersonal communication, interpretative communication, presentational communication and cross-cultural communication, (2) to contribute to reinforcing values pertaining to character, civility and citizenship, (3) to raise their consciousness as to global issues¹ and (4) to give them a feeling of success and achievement in language learning.

2 The competency-based approach to language teaching

Horizons uses a competency-based approach to language teaching. It focuses on the competencies that are required in (i) interpersonal interactions, such as using *greetings, farewells, and expressions of courtesy, giving personal information* (ii) interpretative situations such as *demonstrating understanding of spoken and written words in a variety of texts* (e.g., rhymes), (iii) presentational situations² such as *naming people, places and things using simple words, phrases and formulas*, and (iv) cross-cultural communication; that is, *comparing their language(s) and culture(s) with other languages and cultures*. It is hoped that *Horizons* will reflect the view that sees culture as being a way of looking at the world and that no culture is superior to another.

The principles underlying the methodology that *Horizons* adopts are as follows:

- Language learning is holistic in nature;
- Language acquisition is fostered by engaging in real tasks (e.g., projects, surveys, etc.);
- Learners need an acquisition-rich environment in which they receive 'comprehensible input' (clear messages) in low-anxiety situations.

This *communicative* methodology is manifested through listening, speaking, reading and writing activities whereby the students apply competencies in a variety of modes and in meaningful and realistic situations. Throughout *Horizons*, the learners have the opportunity to put language to immediate use in both speaking and writing.

The gains of adopting a competency-based approach to language learning are worthwhile in themselves.

Horizons views the classroom as being a 'real world' context, where language in use is to be prioritised and banks on the students transferring competencies they acquire in the classroom to the world outside.

3 Organisation of the Student's Book

The Student's Book consists of 14 units. Each unit centres on a set of competencies. The topics and sub-topics, language functions, grammatical structures and vocabulary areas are all a means to an end; that is, competencies development (see Map of the Book).

One of the distinguishing features of each unit is that it integrates the four skills. The high priority given to both listening and speaking is pedagogically justified at this stage.

Every two units are followed by a review, the aim of which is to give the students further practice in language, skills and strategies.

Listening

The aim of the listening component is to train the students to extract both the gist and specific information from spoken texts. Great care has been taken to adjust the language to the students' linguistic ability. Spoken texts are also used to give the students practice in pronunciation, stress and intonation.

Speaking

The aim of the speaking component is to train the students for 'real-life' communication. The speaking activities incorporated in *Horizons* are all fluency based.

Reading

The reading component aims to help the students develop skills and strategies that will enable them to extract the *message* of the written text.

Writing

The purpose of the writing component is to train the students at this stage to write simple texts following a model. The projects give them further practice in writing. However, it is left up to the teacher to apply process writing and to set more demanding written assignments.

¹ As an example see Unit 13 which centres around the environment.

² The projects incorporated here aim to help the students to develop their presentational competencies.

Grammar

The new grammar of each unit is presented inductively and is followed by practice activities that move from controlled to freer practice. The form and meaning of each grammatical structure is focused on.

Functions

Horizons focuses on 'social functions'³ such as asking for and giving information, asking for and giving permission and apologizing.

Vocabulary

In *Horizons*, the vocabulary component is structured in such a way as to promote vocabulary acquisition. Topic-related areas are prioritised (see Map of the Book). The inductive approach to the teaching of vocabulary is adopted. Vocabulary items are so frequently recycled in a variety of contexts that it is unnecessary to have the students keep lists of decontextualised lexical items. Frequent use of teacher-made flashcards, spelling competitions and games are highly recommended to strengthen students' repertoire of lexis. The productive vocabulary in each unit is listed in the unit overviews.

4 Using flashcards

Flashcards can be useful for filling in the odd spare minute at the end of a lesson and can be used for a variety of activities. We suggest that you make your own flashcards from card or paper for use in the classroom. Once made, flashcards can be integrated into the teaching methodology and will serve for future classes.

5 Pairwork and groupwork

Pairwork and groupwork are detailed in the teaching notes and are recommended throughout the course. They give the students an opportunity for communicative interaction, which is not possible during whole-class activities. They also allow students to practise the question form in addition to hearing questions and providing answers. We recommend that you use pairwork and groupwork as much as you can.

6 Review units

Review units appear after every second unit throughout *Horizons*. These can act either as revision or as informal tests. Either way, the reviews allow teachers to assess the progress of their students and to see, if necessary, where additional practice may be required. If the review units are to be presented as tests, we suggest 30 minutes per unit.

7 Projects

Horizons can and should be taught using English as much as possible. The exception to this is the final project, where some explanation in Arabic may be necessary. However, the aim in all the projects is for students to produce a piece of spoken or written work entirely in English. We recommend that students' project work is shared through presentation to the class or display in the classroom.

³ The types of functions used in face-to-face interactions.

Unit	Title	Structures	Functions	Vocabulary	Competencies
1	Hello	<i>to be</i> (present simple; affirmative)	Greetings Introductions	Names of people Jobs Titles	Interpersonal and presentational communication
2	At school	Adjectives <i>Wh-</i> questions <i>to be</i> (present simple; interrogative)	Asking for and giving information Describing things Agreeing and disagreeing	Numbers 1–20 Colours Classroom objects/ commands Imperatives Prepositions: <i>in, on, under, in front of, behind</i>	Interpretative and presentational communication
3	Clothes	Possessive adjectives Possessive 's <i>This is ...</i> <i>That is ...</i>	Describing people and things	Items of clothing Parts of the body	Interpersonal, presentational and interpretative communication
4	Food and drink	Present simple (affirmative, negative, interrogative) Countable/uncountable nouns <i>a/an/some</i>	Asking for and giving information Talking about habitual actions Expressing likes and dislikes	Items of food and drink Healthy/unhealthy	Interpretative, presentational, cross-cultural and interpersonal communication
5	My family	<i>Have/has got ...</i> <i>How many ...?</i> <i>Can + subject + verb ...?</i>	Asking for and giving permission	Family relationships Daily activities	Interpersonal and presentational communication
6	Where we live	<i>There is/isn't ...</i> <i>There are/aren't ...</i> <i>Some/any</i>	Describing places	Rooms in a house Items of furniture	Interpretative and presentational communication
7	Transport	Adverbs of frequency: <i>always, usually, often, sometimes, seldom, never</i>	Talking about habitual actions Asking for and giving the time	Modes of transport Times	Interpretative and presentational communication

Unit	Title	Structures	Functions	Vocabulary	Competencies
8	Hobbies	Present continuous (affirmative, negative, interrogative) <i>I like/don't like + gerund</i> (affirmative, negative, interrogative)	Expressing likes and dislikes Talking about leisure activities	Hobbies	Interpretative and presentational communication
9	Sport	<i>Can/Can't</i> (ability) ... (affirmative, negative, interrogative) <i>Must</i> (affirmative and negative)	Obligation Talking about ability	Sports	Interpretative, interpersonal and presentational communication
10	Holidays	Expressing dates <i>Going to ... would like</i>	Talking about future plans Talking about the weather	Holiday destinations Weather	Interpretative and presentational communication
11	You and your health	<i>Should ...</i> (affirmative, negative, interrogative) <i>This/that These/those</i>	Asking for and giving advice Obligation	Health Diet Teenage problems	Interpretative and presentational communication
12	Celebrations	Simple past (<i>to be</i> + regular verbs) Possessive adjectives	Talking about the past	Dates Celebrations	Cross-cultural, presentational, interpretative and interpersonal communication
13	The environment	Simple past (irregular verbs) <i>Enough, a lot of too many, too much, more, less, fewer</i>	Talking about the past Obligation Prohibition	Environment Environmental problems	Presentational and interpretative communication
14	Entertainment	Present continuous to express future meaning Time markers <i>Yes, I agree/ No, I disagree</i>	Asking for and giving directions Agreeing and disagreeing Apologizing	Entertainment Places Activities	Interpretative and presentational communication



Hello!

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Speaking	Interacting using greetings, farewells and expressions of courtesy (<i>introducing yourself</i>)
	Listening	Exchanging personal information (<i>listening for information</i>)
	Reading	Identifying people and jobs; reading introductory dialogues (<i>reading for information</i>)
Presentational communication	Writing/Speaking	Presenting written material to an audience (<i>writing and presenting facts</i>)

Unit title	Structures	Functions	Skills	Useful preparation
Hello	To be (simple present; affirmative)	Greeting people Asking how people are and responding	Listening for specific details Reading Speaking Writing Pronunciation	If possible, make flashcards of the following nouns: <i>doctor, secretary, teacher, student, football player</i> A large map of Morocco with principal cities
PRODUCTIVE VOCABULARY Hello Hi friend name doctor secretary teacher student football player how fine thanks Mr Mrs Miss				

Student's Book page 7

- 1.1** Greet the class appropriately (e.g., Good morning/Good afternoon). If possible, display a map of Morocco.
Play the cassette or say the names of the cities on page 7. Students listen. Ask individual students to point to the location of the cities on the map.

Tapescript

Narrator: Unit 1, Hello. Exercise 1. Listen and say the names.
Casablanca, Rabat, Fez, Marrakesh.

Play the cassette or read the text again.
Students repeat.

Student's Book page 8

- New objective:** to greet people and introduce yourself using 1st person singular of the present tense of the verb *to be*
- 1.2** Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 1, Exercise 2. Listen and speak.
Nora: Hello.
Naïma: Hi.
Omar: Hello.
Salim: Hi.

Play the cassette or read the text again.
Students repeat.
Explain that *Hi* is more informal than *Hello*.
Select pairs to greet each other.

- 1.3 Students say *Hello/Hi* to each other. Ask some students to go round the classroom greeting other students with *Hello* or *Hi*.
- 1.4 Present the new language *I am ...; My name is ...* by introducing yourself to the class. Ask individual students to introduce themselves to the class.
Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 1, Exercise 4. Listen and speak.
Naïma: I am Naïma.
Nora: I am Nora.
Salim: My name is Salim.
Omar: My name is Omar.

Play the cassette or read the text again.
Students repeat. Select pairs to say the dialogue.

- 1.5 Students practise in pairs. Ask students to change partners and complete the task again. Ensure they understand their roles by moving round the class. Listen to the students and correct any necessary pronunciation.
- 1.6 Explain: *Mr* is used when addressing adult males; *Mrs* is used when addressing married women; *Miss* is used when addressing unmarried women. Add that, in many countries, *Ms* is now also used for women, especially if you don't know whether or not they are married.
Point out the contracted form of *I am*; *I'm*.
Read the text. Model the conversation with one or two students. Students listen then repeat.
Ask groups of three to say the dialogue.
- 1.7 Students practise in pairs.
Select pairs to say the dialogues.

Student's Book page 9

New objective: to talk about jobs using the present simple tense of the verb *to be* in singular and plural

- 1.8 Present the new language. Approach a student and say to the class *This is (name). He/She is a student.*
Repeat the procedure with other students.
Present *We are* Say *We are in class.*
Students repeat.
Present *They are* Point to two students. Say, *This is (name) and (name). They are in class.*
Students repeat.
Read the text. Students listen.
Read the text again. Students repeat.
Select students to read the dialogue and the narrative.

Remember!

Students should learn the structures presented in the box.

Dictation: Read the following sentences for students to write in their exercise books.

- 1 My name is (your name).
 - 2 I am a teacher.
 - 3 This is (name).
 - 4 He/She is a student.
 - 5 This is (name) and (name).
 - 6 They are students.
 - 7 We are in class.
- 1.9 Read the text. Students listen.
Read the text again. Students repeat.
Select pairs to read the dialogue and three students to read the narrative. Correct any necessary pronunciation.
- 1.10 Give students time to prepare the dialogue and narrative without writing.
Complete the dialogue and narrative orally.
Students write the completed dialogue and narrative in their exercise books.
Select students to read the completed dialogue and narrative.

Answers

- 1 My name is Naïma.
- 2 I am Youssef.
- 3 We're friends.
- 4 This is Youssef. He's a football player.
- 5 This is Naïma. She's a student.
- 6 This is Youssef and Naïma. They're friends.

Student's Book page 10

New objective: to communicate verbally with classmates by asking after friends and acquaintances

- 1.11** Introduce the new language by reading the text.
Students listen.
Read the text again. Students repeat.
Students practise in pairs.
Select pairs to read the dialogue.
Pairs practise, using their own names.
Select pairs to perform the dialogue using their own names.
Ask a few students *How are you?* to elicit *Fine, thanks.*
- 1.12** Give students time to prepare the dialogue without writing.
Select pairs to read the dialogue.
Students write the dialogue in their exercise books.
Select pairs to read their completed dialogue.

Answers

Salim: *Hi, Lahcen.*
Lahcen: *Hello, Salim.*
Salim: *How are you?*
Lahcen: *I'm fine, thanks. And you?*
Salim: *Fine, thanks.*

Remember!

Students should learn the structures presented in the box.

Read the six sentences in the *Remember!* box for students to write in their exercise books.

Student's Book page 11

New objective: to greet people at different times of the day

- 1.13** Greet the students appropriately e.g., *Good morning/Good afternoon.*
Give the students time to look at the pictures.
Read the dialogues in turn. Students listen.
Read the dialogues again. Students repeat.
Select pairs to read a dialogue.

Remember!

Students should learn the greetings presented in the box.

- 1.14** Identify the characters in the illustrations: Anne and Naïma, Omar and Lahcen.
In pairs, students prepare the two dialogues without writing. Ask them to add the enquiry *How are you?* etc.
Select pairs to say a dialogue.

Suggested answers

Anne: *Good afternoon, Naïma.*
Naïma: *Good afternoon, Anne. How are you?*
Anne: *I'm fine, thanks. And you?*
Naïma: *Fine, thanks.*

Omar: *Good morning, Lahcen.*
Lahcen: *Good morning, Omar. How are you?*
Omar: *I'm fine, thanks. And you?*
Lahcen: *Fine, thanks.*

Extension activity

This activity provides additional practice of introductions and greetings.
Bring a selection of photos or pictures from magazines showing two or three people.
Students work in small groups to write dialogues for each picture. They then read their dialogues to the class.

Pronunciation practice: æ as in bad

Play the cassette or read the text. Students listen.

Tapescript

Narrator: *Unit 1, pronunciation practice: æ as in bad. Listen and repeat.*
Casablanca.
Rabat.
Marrakesh.
Thanks.
I'm fine, thanks.

Play the cassette or read the text again.
Students repeat.
Select individual students to say the words.

Student's Book page 12

Do you know about ... Morocco?

Read the facts to the students or ask individual students to read a sentence each to the class. Ensure that students understand the meanings of the facts and clarify any difficult vocabulary. Ask students to look at the photos and talk about them. Ask whether students know any other interesting facts about Morocco.

Project: Hello!

Read through the project requirements with the students. Ensure that students are familiar with what they are meant to produce. Students can work individually or in small groups to produce their posters. Display the finished posters on the classroom wall.



At school

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	Interpreting phrases and statements; following orders, commands and instructions (<i>listening for specific information</i>)
	Reading	Reading names (<i>reading for information</i>)
	Speaking	Talking about objects (<i>describing things</i>)
Presentation communication	Writing	Presenting written information to an audience about your school (<i>writing and presenting facts</i>)

Unit title	Structures	Functions	Skills	Useful preparation
At school	Adjectives Wh- questions to be (simple present; interrogative) Imperatives Prepositions: <i>in, on, under, in front of, behind</i>	Asking for and giving information Describing things Agreeing and disagreeing	Listening for specific information Reading Writing Speaking Pronunciation	Obtain or make a poster with the alphabet (both upper and lower case letters). Make picture and word flashcards for the nouns listed in the productive vocabulary box below. Find pictures of well-known people.
PRODUCTIVE VOCABULARY school numbers 1-20 count colours bag pen desk chair table clock watch orange apple window door				

Student's Book page 13

Unit introduction

Give students time to look at the photographs. Ask for their comments. If they need help, prompt them by asking questions such as *How old are the students?*, *Are the school buildings suitable for a colder country?* Explain that in many countries schools are co-educational: boys and girls go to the same school. If your school is co-educational, ask students what they think of it. If your school is not co-educational, ask students whether they think this is better.

Student's Book page 14

New objectives: to count to twenty, to recognise numbers as figures and words, to ask about and give ages, to say what colour something is

Numbers 1-20

Read the numbers. Students listen.
Read the numbers again. Students repeat.
Count round the class 1-20.
Students practise in pairs, taking turns to say a number.
Write random figures between 1 and 20 on the board. Point to them at random, asking individual students to say them. Listen and correct any necessary pronunciation.

2.1 In pairs, students count the players in the photographs without writing.
Introduce *How many?* Ask *How many tennis players?* to elicit *One*.

How many baseball players? to elicit *Two*.
How many football players? to elicit *Eleven*.
Students write the numbers in words and figures under the photos.

Ask the questions again and check that all students have written the answers correctly.

- 2.2** Introduce *How old are you?* Ask one or two students the question.
Read the text. Students listen.
Read the text again. Students repeat.
Students practise the dialogue in pairs.
Select pairs to read the dialogue.
Pairs practise the dialogue using their own names and ages.
Select pairs to say their dialogue to the class.

Colours

Read the names of the colours. Students listen.
Read the names of the colours again. Students repeat. Point to objects around the room and ask *What colour?*

- 2.3** Give students time to look at the pictures.
Read the text. Students listen.
Read the text again. Students repeat.
Point out that we use *an* before vowels, e.g., *an orange computer*.
Students fill in the colours. Check that their answers are correct.

Answers

- 1 a brown desk
- 2 a blue chair
- 3 a red bag
- 4 a white book
- 5 an orange computer
- 6 a green apple
- 7 a black pen
- 8 a yellow ball

Student's Book page 15

New objective: to use prepositions of location to ask and say where something is

- 2.4** Use flashcards or realia to practise the vocabulary: *desk, chair, bag, book, computer, apple, pen, ball*.
Introduce *What's this? It's a/an ...*
Hold up, touch or point to the real objects in the classroom.
Ask *What's this?* to elicit, for example, *It's a pen*.
Read the text. Students listen.
Read the text again. Students repeat.

In pairs students practise asking and answering the same questions about the four illustrations.

Answers

- S1: *What's this?*
S2: *It's a computer.*
S1: *What colour is it?*
S2: *It's white.*

S2: *What's this?*
S1: *It's an apple.*
S2: *What colour is it?*
S1: *It's red.*

S1: *What's this?*
S2: *It's a chair.*
S1: *What colour is it?*
S2: *It's brown.*

S2: *What's this?*
S1: *It's a ball.*
S2: *What colour is it?*
S1: *It's blue.*

- 2.5** Give students time to look at the illustrations.
Present the prepositions in the box.
Read the text, emphasizing the prepositions.
Students listen.
Read the text again. Students repeat.
Ask individual students to read a sentence.
Then ask questions, e.g., *Where's the bag?* to elicit *It's on the desk*.
Students continue to practise in pairs.
Use an object, e.g., a bag, to elicit answers from the students. Place the bag in different positions in relation to your desk and ask the question, *Where's the bag?* to elicit e.g., *It's under the desk*.

2.6 Select individual students to read the two sentences.
Ask individual students *Where's the bag?*
Where's the apple?
Ask students to work in pairs to talk about the rest of the objects in the pictures. Move around the classroom, checking that students are using the correct structure and that the prepositions are correct.

Suggested answers

Picture 1: The computer is on the chair.
The bag is under the chair.
The boy is behind the chair.
The apple is under the chair.

Picture 2: The teacher is behind the desk.
The computer is on the desk.
The chair is in front of the desk.
The bag is on the chair.
The apple is in the bag.
The ball is under the desk.

- 2.7 Introduce: *Yes, it is./No, it isn't*. Point out *isn't* = *is not*.
Read the text. Students listen.
Read the text again. Students repeat.
Ask individual students about the pictures in exercise 2.6. Continue questioning students, referring to real objects in the classroom, e.g., *Is my chair on my desk?* to elicit *No, it isn't*.
Is my pen on my desk? to elicit *Yes, it is*.

Suggested answers

Picture 1:

<i>Is the computer under the chair?</i>	<i>No, it isn't.</i>
<i>Is the computer on the chair?</i>	<i>Yes, it is.</i>
<i>Is the apple in the bag?</i>	<i>No, it isn't.</i>
<i>Is the bag under the chair?</i>	<i>Yes, it is.</i>

Picture 2:

<i>Is the computer on the desk?</i>	<i>Yes, it is.</i>
<i>Is the bag on the desk?</i>	<i>No, it isn't.</i>
<i>Is the apple in the bag?</i>	<i>Yes, it is.</i>
<i>Is the ball on the chair?</i>	<i>No, it isn't.</i>

Remember!

Students should learn the structures and prepositions presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 Where is the book?
- 2 What colour is it?
- 3 It's green.

- 4 Is it in the bag?
- 5 No, it isn't.
- 6 Is it under the desk?
- 7 Yes, it is.

Student's Book page 16

New objectives: to ask questions about people using *who* and about things using *what* to use the word *or* in a question beginning *Is it ...?*

- 2.8 If possible, prepare for this item by bringing in pictures of other well-known people. Read the names of the three people. Ask students what they know about them. Introduce *Who's this?* Hold up the pictures you have brought to class and ask *Who's this?* to elicit e.g., *It's (name)*. Hold up your book and point to the pictures in 2.8. Ask *Who's this?*
- 2.9 Ask students to work in pairs. They should match the silhouettes to the pictures in 2.8 and ask and answer the questions.
- 2.10 Picture and word flashcards of the following nouns will be useful: *clock, watch, chair, table, orange, apple, window* and *door*. Introduce *What's that?* Point to known objects in the classroom and ask the question. Read the text. Students listen. Read the text again. Students answer. Display the flashcards. Point to them in turn and ask *What's that?* to elicit, e.g., *It's a clock*. If you don't have flashcards, hold up your book, point to the pictures and ask the questions. In pairs, students take turns asking and answering questions about the pictures. Use real objects/flashcards to continue questioning individual students.
- 2.11 Give students time to look at the pictures. Say *Look at picture one. Is it a watch or a clock?* to elicit *It's a watch*. Students continue in pairs. Ask individual students the questions and check the answers with the whole class.

Answers

- 1 *It's a watch.*
- 2 *It's a chair.*

- 3 It's an **apple**.
- 4 It's a **window**.

Student's Book page 17

New objectives: to introduce classroom language
to understand and respond to requests
stated in the imperative

Remember!

Students should learn the
question and answer forms
presented in the box.

- 2.12** Give students time to look at the pictures.
Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 2, At School. Exercise 12. Listen and speak.

Teacher: Close your books, please.
Stand up, please.
Come here.
Go to the board, please.
Draw a chair on the board.
Write the word, 'chair'.
Repeat the word, 'chair'.
Go back to your desk.
Sit down, please.
Open your books.

Play the cassette or read the text again. Students repeat and do the actions.
Repeat the instructions, changing the order you say them and the noun from *chair* to other known nouns, e.g., *Draw a pencil on the board*. Ensure students follow the orders correctly.

- 2.13** Play the cassette or read the instructions. Give students time to complete the actions before continuing to play the cassette or read the text.

Tapescript

Narrator: Unit 2, Exercise 13. Listen and follow the orders.

Teacher: Stand up, please.

Sit down, please.
Open your books.
Close your books.

Adapt the instructions to check that individual students understand them all, e.g., (*Student's name*), *open your book*.

- 2.14** Give students time to study the picture.
Ask questions about the picture, e.g., *Where's the bag?* to elicit *It's on the chair*.
What colour is the table? to elicit *It's brown*.
Students continue to practise in pairs.
Students prepare the dialogue without writing.
Complete the dialogue orally.
Give students time to write the dialogue in their exercise books.
Select pairs to read the completed dialogue.

Answers

- 1 Is the pen on the table? **No, it isn't.**
- 2 What colour is the clock? **It's red.**
- 3 Who's this/that? **It's Younes Aynaoui.**
- 4 What's this? **It's a watch.**

Pronunciation α: as in calm

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 2, pronunciation practice: α: as in calm. Listen and repeat.

They are teachers.
We are students.
How are you?
Good afternoon, Omar.

Play the cassette or read the text again. Students repeat. Check that their pronunciation is correct.

Student's Book page 18

Do you know about ... education?

Read the facts to the students or ask individual students to read a sentence each. Ensure that students know the meanings of the facts and ask

them whether they know any other interesting facts about education. Do they know the names of any other universities, either in Morocco or in other countries? Ask them why they think only boys went to school in the past and whether or not this was a good idea. Ask students to look at the pictures and comment on them.

Project: At school

Read through the list of requirements for the brochure about the school. See what facts students already know about the school and point them in the right direction to find out more. Students can work individually or in small groups to make their brochure about the school. Tell students that their brochure should contain both writing and illustrations or pictures.

Student's Book pages 19–20

Review 1

The students should write the answers *in full* in their exercise books. Allow sufficient time for students to complete the review.

Play the cassette or read the text for Exercise 1.

Tapescript

Narrator: Review 1, Exercise 1. Listen and write.

Nora: Hello.

Salim: Hello.

Nora: I'm Nora. What's your name?

Salim: My name's Salim.

Nora: How are you?

Salim: I'm fine. How are you?

Nora: Fine, thanks.

Play the cassette or read the text again. Students complete the answers, then continue with the rest of the review unit.

Correct the answers and give a score out of fifty.

Answers

1 (5 points)

Hello.

Hello.

I'm Nora. What's your name?

My name's Salim.

How are you?

I'm fine. How are you?

Fine, thanks.

2 (10 points)

- 1 My name is Mrs Azizi.
- 2 I am a teacher
- 3 Naima is a student.
- 4 She is in my school.
- 5 Pierre is a student.
- 6 He is not in my school.
- 7 Omar and Salim are students.
- 8 This is Mr Ibrahim.
- 9 He is a teacher.
- 10 We are both teachers.

3 (20 points)

eleven 10 fourteen 3 two 18 twenty
 sixteen 5 three 11 seven 15 eighteen
 14 four thirteen 9 nine 12 five
 1 8 ten 17 19 seventeen 2 6
 13 twelve 20 16 six 7 eight 4
 nineteen one fifteen

4 (5 points)

- 1 The teacher is **behind** the desk.
- 2 The student is **in front of** the desk.
- 3 The clock is **on** the wall.
- 4 The desk is **under** the clock.
- 5 The books are **in** the bag.

5 (10 points)

- | | |
|-----------------------------|---------------|
| 1 What's this? | It's a pen. |
| What colour is it? | It's black. |
| 2 What's this? | It's a bag. |
| What colour is it? | It's blue. |
| 3 What's this? | It's a desk. |
| What colour is it | It's brown. |
| 4 Is it a table or a chair? | It's a chair. |
| What colour is it? | It's brown. |
| 5 Is it a door or a window? | It's a door. |
| What colour is it? | It's green. |



Clothes

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening	Asking and answering questions using what you have learned orally and/or in writing (<i>listening for specific information</i>)
	Speaking	Sharing likes and dislikes
Presentational communication	Speaking	Describing clothes, parts of the body and physical traits using simple words and phrases
	Writing	Presenting a uniquely-designed outfit to an audience of listeners (<i>sentence completion</i>)
Interpretative communication	Reading	Interpreting statements about clothes, parts of the body and physical traits

Unit title	Structures	Functions	Skills	Useful preparation
Clothes	Possessive adjectives Possessive 's <i>This is ...</i> <i>That is ...</i>	Describing people and things	Listening for specific information Reading: Responding to questions Speaking Writing: sentence completion Pronunciation	Make picture and word flashcards for the items of clothing listed in <i>Productive vocabulary</i>

PRODUCTIVE VOCABULARY

t-shirt	shoes	boots	socks	trousers	trainers	skirt	jacket	hat	jeans	scarf	tall
	short	happy	sad	fast	slow	long	new	old	big	small	
	head	body	hair	arms	legs	ears	nose	eyes	mouth		

Student's Book page 21

Unit introduction

Ask students to comment on the photographs. If they need help, prompt them by asking questions such as, *Which clothes do you wear? Which clothes do you like? When would you wear the different outfits?*

t-shirt./They're shorts, etc.

Ask individual students to spell some of the nouns, e.g., *How do you spell 'trainers'?*

Ask individual students *What colour is the shirt/are the shorts?* etc.

3.2 Play the cassette or read the text. Students listen.

Student's Book page 22

New objective: to identify and describe items of clothing using different colours

3.1 Read the nouns. Students listen.
Read the nouns again. Students repeat.
Hold up picture flashcards of the nouns and ask *What's this?/What are these?* to elicit *It's a*

Tapescript

Narrator: Unit 3, Clothes. Exercise 2. Listen and speak.

Woman: 1 The shorts are orange.
2 The t-shirt is green.
3 The boots are black and white.

- 4 *The socks are red.*
- 5 *The trousers are black.*
- 6 *The trainers are white.*
- 7 *The skirt is yellow.*
- 8 *The jacket is brown.*
- 9 *The jeans are blue.*

Play the cassette or read the text again.

Students repeat.

Ask random questions about the clothes, e.g., *What colour are the football boots?* to elicit *They're black and white.* *What colour is the jacket?* to elicit *It's brown.*

Ask individual students to say a sentence about the clothes.

- 3.3 Give students time to look at the pictures and decide on the colours.

Point to the pictures and ask individual students to describe an item, e.g., *What's this?* to elicit *It's a t-shirt.* *What colour is it?* to elicit *It's red and white.* *What's this?* to elicit *It's a tie.* *What colour is it?* to elicit *It's green and white.* Write *tie* on the board.

Ask students whether or not they know what the *scarf* is called. If necessary, teach the word and write it on the board.

Ask students to write the sentences in their exercise books.

Answers

- 1 *The t-shirt is red and white.*
- 2 *The tie is green and white.*
- 3 *The hat is yellow.*
- 4 *The jeans/trousers are black.*
- 5 *The trainers are blue and white.*
- 6 *The scarf is blue, yellow, green, orange and red.*

Student's Book page 23

New objectives: to describe people using adjectives

to introduce the use of apostrophe 's structures to indicate possession

to recycle items of clothing and colours

to introduce and use possessive adjectives

- 3.4 Introduce the adjectives *tall*, *short*, *happy*, *sad*, *fast* and *slow* using hand gestures and/or miming. Give students time to look at the pictures.

Read the text. Students listen.

Read the text again. Students repeat.

Ask individual students to read a sentence.

Say *Describe Jamal* to elicit *He's tall/happy/fast.*

Say *Describe John* to elicit *He's short/sad/slow.*

Students write sentences about Amal and Nadia in their exercise books following the model provided.

Ask individual students to read a sentence.

Answers

Amal is tall. She is happy. She is fast.

Nadia is short. She is sad. She is slow.

- 3.5 Write the following sentence on the board: *Jamal's t-shirt is green.* Explain that 's indicates possession. Use examples from around the classroom, e.g., *Mohamed's shirt is white.* *Nadia's shoes are black.*

Write further examples on the board using the other possessive adjectives, e.g., *My jacket is brown.*

What colour is your jacket?

Look at John. His jacket is blue.

Look at Leila. Her dress is yellow.

Look at the rabbit. Its ears are long.

This is our classroom.

Look at (name) and (name). Their shirts are (colour).

Give students time to prepare the descriptions without writing.

Ask individual students to read a sentence.

Students should write the sentences in their exercise books.

Ask individual students to read a completed sentence.

Answers

- 1 *Jamal's t-shirt is green. His trainers are white.*
- 2 *John's shorts are red. His football boots are black.*
- 3 *John's socks are red and Jamal's socks are red. Their socks are red.*
- 4 *Amal's tracksuit is blue and white. Her trainers are white.*
- 5 *Nadia's shorts are yellow. Her socks are blue.*
- 6 *Nadia's t-shirt is green and Amal's t-shirt is green. Their t-shirts are green.*

- 3.6 Give students time to look at the pictures. Ask individual students to read the speech bubbles and then describe the clothes.

Students write the descriptions in their exercise books.

Ask individual students to read a completed sentence.

Answers

- 1 *Selma's skirt is white. Her t-shirt is red. Her socks are red and white. Her shoes are red.*
 - 2 *Susan's jeans are blue. Her shirt is yellow. Her jacket is blue. Her trainers are white.*
 - 3 *Brahim and Ahmed's trainers are white. Their tracksuits are green. Their t-shirts are white.*
- 3.7 In pairs, students describe their clothes. They take turns to say a sentence about their own or their partner's clothes.

Extension activity

grey
Students write a description of their own and/or their friend's clothes in their exercise books. Ask individual students to read their descriptions.

Remember!

Students should learn the possessive adjectives presented in the box.

Student's Book page 24

New objective: to demonstrate the difference between *this* and *that* through pictures and descriptions of clothing and colours

- 3.8 Introduce the adjectives *long*, *short*, *big* and *small* with hand gestures and/or miming. Introduce *new* and *old* with realia, e.g., *a new pen and an old pen*. Read the description of Susan's dress and Paul's socks. Students listen. Read the text again. Students repeat. Ask individual students to read the descriptions. Ask questions, e.g., *Is Susan's dress old?* to elicit *No, it isn't. It's new. Is it blue?* to elicit *Yes, it is. Is her dress short?* to elicit *No, it isn't. It's long. Are Paul's socks old?* to elicit *Yes, they are. Are they blue?* to elicit *No, they aren't. They are white. Are they short?* to elicit *Yes, they are.*
- 3.9 Introduce *slippers* and *headscarf*. Point to them in the illustrations. Give students time to look at the pictures. Ask individual students to describe the items.
- 3.10 Give students time to prepare the descriptions

without writing.

Ask individual students to describe the items.

Students write the descriptions.

Ask individual students to read a sentence.

Suggested answers

- 1 *John's trainers are white. They are new.*
 - 2 *Yasmina's skirt is long. It is old.*
 - 3 *Mohammed's trousers are long. They are old.*
- 3.11 Review *This is .../ That is* Point to near and far objects in the classroom and say, e.g., *This is a pen. That is a door. This is a chair. That is a desk.* Ask individual students to read a sentence each. Complete the last two sentences orally.

Answers

- 1 *This is my team. Our shorts are blue.*
- 2 *That is their team. Their shirts are black.*

Extension activity

Students write a complete description of one of the teams.

e.g., *This is my team.*

Our shirts are red.

Our shorts are white.

Our socks are red.

Our boots are black.

Student's Book page 25

New objectives: to identify parts of the body to practise use of new vocabulary items in descriptions

- 3.12 Introduce *hair*, *eyes*, *nose*, *mouth* and *ears* with a blackboard drawing. Give students time to look at the picture of Coco the Clown. Read the text. Students listen. Read the text again. Students repeat. Hold up your book and ask, *Who is this?* to elicit *It's Coco the Clown.* *Is his hair short?* to elicit *No, it's long.* *What colour are his eyes?* to elicit *They are blue.* *Are his ears small?* to elicit *No, they are big.* *Is his nose red?* to elicit *Yes, it is.* *Is his mouth small?* to elicit *No, it is big.*
- 3.13 Give students time to work out a description of the clown without writing.

Ask individual students to say a sentence about the clown.

Students write a description of the clown in their exercise books.

Ask individual students to read their description to the class.

Suggested answer

The clown's hair is short.

His eyes are green.

His ears are small.

His nose is white.

His mouth is big.

His mouth is red.

- 3.14** Ask a confident student to play the part of Coco. Read the text together. Other students listen. Read the text again. Students repeat. In pairs, students practise the dialogue. Select pairs to read to the class.

- 3.15** Give students time to look at the picture. Students label the clown. Pairs exchange books and check the labelling.

Remember!

Students should learn the adjectives and structures presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 Coco is a clown.
- 2 His nose is red.
- 3 His head is big.
- 4 His hat is small.
- 5 His legs are long.
- 6 His trousers are short.

Pronunciation **r** as in red/**tr** as in tracksuit/**gr** as in green/**dr** as in dress. Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 3, pronunciation practice: **r** as in red/**tr** as in tracksuit/**gr** as in green/**dr** as in dress. Listen and repeat.
His tracksuit is red.

His trainers are green.

His trousers are long.

Rita's dress is red.

Play the cassette or read the text again. Students repeat.

Student's Book page 26

Do you know about ... material?

Read the facts to the students. Ensure they understand them. Tell them to look at the pictures. Ask them what other things are made of cotton/wool/leather. Do they own anything made of these materials? Ask them what other materials clothes might be made from. Do they know the difference between natural materials and man-made materials?

Project: Clothes

Talk students through the project. They can work individually or in small groups. They should design a full outfit, label the items and say what colours they would use. If students are able, they could also say what materials they would choose for their outfits. Display the finished posters in the classroom.

4

Food and drink

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting simple texts and dialogues containing formulaic phrases (<i>listening and reading for specific information</i>)
	Speaking	responding appropriately to spoken texts about food and drink (<i>asking and responding to questions</i>)
Presentational communication	Writing	gathering and presenting information to an audience about a dish
Cross-cultural communication	Speaking / writing	exchanging feelings, ideas about food and drink orally and in writing (<i>making decisions about given information</i>)
	Reading	recognizing English shopping lists and menus and comparing them with local ones
Interpersonal communication	Speaking	using turn-taking

Unit title	Structures	Functions	Skills	Useful preparation
Food and drink	Present simple (affirmative, negative, interrogative) Countable/ uncountable nouns <i>a/an/some</i>	Asking for and giving information Talking about habitual actions Expressing likes and dislikes	Listening and reading for specific information. Asking and responding to questions. Making decisions on given information	Make picture and word flashcards of the foods in the unit.

PRODUCTIVE VOCABULARY										
rice	milk	butter	cheese	olives	chicken	fish	vegetables	carrots	fruit	juice
bread	pasta	salad	onions	tea	coffee	water	breakfast	lunch	dinner	healthy
				unhealthy	favourite					

Student's Book page 27

Unit introduction

Give students time to look at the foods. Use the flashcards to practise the vocabulary. Hold up the cards in turn and ask *What's this food?* to elicit, e.g., *chicken*. Say *Spell chicken*.

Student's Book page 28

New objectives: to introduce vocabulary items related to foods
to talk about eating habits using the simple present tense
to highlight and practise the use of *s* in third person singular

- 4.1 Give students time to study the foods and tick the healthy ones.

It's sometimes a matter of opinion whether a food is healthy or unhealthy. What is certain is that a lack of food is very unhealthy. The majority of the world's population is undernourished and often starving. Eaten in moderation, all foods are good. The guide should be what constitutes a balanced diet. Too much fat, salt and sugar, as in fast food, means that many people in wealthy countries are not eating a balanced diet. In such countries, obesity is a problem, especially among children. This problem is increasing with the spread of the fast food culture symbolized by burgers, fried chicken, pizza, fries and cola.

Suggested answer

Healthy foods: carrots; tomatoes; milk.

Unhealthy foods: burger; crisps; pizza; cola (fizzy drinks)

- 4.2 Give students time to look at the new structures presented in the box.

Deal with the text in three separate parts.

Play the cassette or read the first part of the text only (breakfast). Students listen.

Tapescript

Narrator: Unit 4, Food and drink. Exercise 2. Listen to Hamid.

Hamid: I'm fit and healthy and I play football. I eat healthy food. For breakfast I eat bread, cheese and fruit and I drink orange juice. I don't like tea or coffee.

Play the cassette or read that section of the text again. Ask individual students to repeat a sentence. Write *I eat ...; Hamid eats ...* on the board. Elicit the difference from the students and explain that verbs in the third person singular end in *s*.

Play the cassette or read the second section of the text (lunch). Students listen.

Tapescript

Hamid: For lunch, I eat couscous and meat. I like vegetables and my favourite vegetable is cabbage. I also like fruit. I eat bananas,

grapes, oranges and dates. I drink water or juice.

Play the cassette or read the second section of the text again. Ask individual students to repeat a sentence.

Ask *What does Hamid eat for lunch?* to elicit *He eats couscous and meat.*

What does he like? to elicit *He likes vegetables.*

What is his favourite vegetable? to elicit *His favourite vegetable is cabbage.*

What does he drink? to elicit *He drinks water or juice.*

Play the cassette or read the text for the third part (dinner). Students listen.

Tapescript

Hamid: For dinner, I like to have soup and bread. I also like pasta with salad: lettuce, tomato, cucumber and pepper. I eat vegetables and fruit every day and I like to drink water.

Play the cassette or read the third section of the text again. Individual students repeat a sentence.

Ask *What does Hamid eat for dinner?* to elicit *He eats soup and bread.*

What does he like? to elicit *He likes salad.*

What does he drink? to elicit *He drinks water.*

Play the cassette or read the whole text through again. Check that students know all the vocabulary.

Extension activity

In pairs, students take turns to ask a question about Hamid.

- 4.3 Give students time to prepare the sentences without writing.

Ask individual students to say a sentence.

Students complete the sentences.

Ask individual students to read a completed sentence.

Answers

- 1 Hamid plays **football**.
- 2 He eats **healthy** food.
- 3 For breakfast, he drinks **orange juice**.
- 4 His favourite vegetable is **cabbage**.

5 For dinner, he likes soup and **bread**.

Remember!

Students should learn the verbs, paying particular attention to the third person singular forms.

Dictation Read the following sentences for students to write in their exercise books.

- 1 Hamid eats healthy food.
- 2 He likes fruit and vegetables.
- 3 He drinks water and fruit juice.
- 4 He plays football.
- 5 He's fit and healthy.

Student's Book page 29

New objectives: to introduce the concept of an auxiliary verb

to ask questions about eating habits using *do* and *does*

to answer questions using *do/don't* and *does/doesn't*

4.4 Read the interrogative forms and answers in the presentation box to the students.

Point out that we use *does* for the third person singular.

In pairs, ask students to practise the questions and answers.

Select pairs to read a question and answer.

Give students time to prepare their answers without writing.

Ask individual students a question.

Give students time to write the answers.

Ask individual students a question and check all students have the correct answers.

Answers

- 1 *He eats pasta.*
- 2 *Students' own answers.*
- 3 *Yes, he does.*
- 4 *Students' own answers.*

4.5 Give students time to study the pictures.

Deal with the text in three parts.

Play the cassette or read the text for the first part (breakfast). Students listen.

Tapescript

Narrator: Unit 4, Exercise 5. Listen to Hamid.

Hamid: My friend Ahmed plays football but he isn't healthy. He eats unhealthy food. For breakfast he eats fried eggs and bread. He drinks coffee.

Play the cassette or read the first section of the text again. Individual students repeat.
Ask *What does Ahmed eat for breakfast?* to elicit *He eats fried eggs and bread.*
Does he eat healthy food? to elicit *No, he doesn't.*

What does he drink? to elicit *He drinks coffee.*

Play the cassette or read the second section of the text (lunch). Students listen.

Tapescript

Hamid: For lunch he eats beefburger and chips. He doesn't like vegetables and he doesn't eat fruit. He likes ice cream and he drinks lots of cola.
In the afternoon he eats cake.

Play the cassette or read the second part of the text again. Individual students repeat.
Ask *What does Ahmed eat for lunch?* to elicit *He eats beefburger and chips.*
Does he like vegetables? to elicit *No, he doesn't.*
Does he eat fruit? to elicit *No, he doesn't.*
What does he like? to elicit *He likes ice cream.*
What does he drink? to elicit *He drinks cola.*
What does he eat in the afternoon? to elicit *He eats cake.*

Play the cassette or read the third section of the text (dinner). Students listen.

Tapescript

Hamid: For dinner, he likes to eat fried chicken and fried potatoes. He always eats pies and he drinks coffee.

Play the cassette or read the third section of the text again. Individual students repeat.
Ask *What does Ahmed eat for dinner?* to elicit

He eats fried chicken and fried potatoes.

What does he always eat? to elicit *He always eats pies.*

What does he drink? to elicit *He drinks coffee.*

Play the cassette or read the whole text through again. Check that students know all the vocabulary.

- 4.6 In pairs, students ask and answer questions about Ahmed.
Ask individual students the questions.

Answers

- 1 **No, he doesn't.**
 - 2 **He eats fried eggs and bread.**
 - 3 **Yes, he does.**
 - 4 **No, he doesn't.**
- 4.7 Ask individual students some questions about their eating habits.
Give them time to complete the exercise.
Students write their own answers.
Ask individual students to read their answers to the class.

Student's Book page 30

p **New objectives:** to introduce the concept of countable and uncountable nouns
to distinguish between them using
Would you like a/an ...? or *Would you like some ...?*

- 4.8 Introduce preferences by stating your own. Write the examples on the board.
e.g., I like meat but I don't like fish.
I like tea but I don't like coffee.
Read the examples then ask individual students whether or not they like certain things. Try to elicit both positive and negative responses.
Give students time to look at the food and decide what they like and what they don't like.
In pairs, students practise asking and answering questions about their preferences.
Ask individual students about their likes and dislikes.
- 4.9 Introduce *Would you like a/an/some...? Yes, I'd like a/an/some...*
Play the cassette or read the text. Students follow in their book.

Tapescript

- Narrator: Unit 4, Exercise 9. Listen to Hamid and his mother at the market.
- Hamid's mother: Hello. I'd like some fruit, please.
- Shopkeeper: Certainly. What would you like?
- Hamid's mother: I'd like some bananas, some apples, an orange and a lemon. Thank you.
- Hamid's mother: I'd like some bread, some rice and some onions, please. Hamid, would you like some fish for dinner?
- Hamid: Yes, please.
- Hamid's mother: Would you like some olives with it?
- Hamid: No, thank you. I don't like olives.

Play the cassette or read the text again.

Individual students repeat a sentence.

Ask individual students *What would you like for lunch/dinner?* to elicit, e.g., *I'd like some bread, some cheese, an apple and a banana.*

Dictation Read the following sentences for students to write in their exercise books.

- 1 What would you like for breakfast?
- 2 I'd like some bread, some cheese, an apple and a banana.
- 3 What would you like to drink?
- 4 I'd like some tea, please.
- 5 Hamid eats healthy food.
- 6 Ahmed eats unhealthy food.

Remember!

Students should learn the rule about countable and uncountable nouns presented in the box.

- 4.10 Students write the words and designate them *Countable* or *Uncountable*.
Check the answers orally. Occasionally ask the students to spell the noun.

Answers

- 1 *Countable: an onion*
- 2 *Countable: bananas*
- 3 *Countable: eggs*

- 4 Uncountable: bread
- 5 Countable: olives
- 6 Uncountable: pasta

Student's Book page 31

New objectives: to talk about like, dislikes and daily routines using the simple present
asking and responding to questions about likes, dislikes and habits

- 4.11** Working in groups of three, students write a new dialogue following the patterns in Exercise 9. Groups practise their dialogue. Select groups to read their dialogue to the class.
- 4.12** Read the interview to the class.
In pairs, students practise the dialogue, taking turns to be the interviewer (Younes).
Ask questions to consolidate the third person singular form of the verbs, e.g.,
- | | |
|--------------------------------------|--|
| <i>Does Jack play sport?</i> | <i>Yes, he does.</i> |
| <i>What sport does he play?</i> | <i>He plays tennis and football.</i> |
| <i>Does he eat healthy food?</i> | <i>Yes, he does.</i> |
| <i>What does he eat?</i> | <i>He eats fruit and vegetables. He doesn't eat chips or sweets.</i> |
| <i>What vegetables does he like?</i> | <i>He likes cabbage, peas, peppers and aubergine. He doesn't like carrots.</i> |
| <i>Does he like tea and coffee?</i> | <i>No, he doesn't. He prefers water or fruit juice.</i> |
- 4.13** Give students time to look at the pictures. Hold your book up and point to the pictures. Ask questions to clarify the pictures, e.g., *What are they doing? What's this food?*
Read the model paragraph with the students. Students write about themselves following the patterns in the model paragraph. Select individual students to read their paragraph to the class.

Extension activity

Have a spelling competition based on the food vocabulary. Divide the class into two or more teams.

Pronunciation **th** as in **thing** and **ð** as in **then**
Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 4, pronunciation practice: **th** as in **thing** and **ð** as in **then**. Listen and repeat.
These foods are healthy. This fast food is unhealthy.
He goes to the market with his mother.

Play the cassette or read the text again.
Students repeat.

Student's Book page 32

Do you know about ... food?

Read the statements and discuss them with the students. Ask individual students whether they eat enough fruit and vegetables. What's their favourite ice cream flavour? Do they drink milk? Do they eat oranges and drink orange juice?

Resume the discussion on healthy eating. Is fast food a problem in Morocco yet?

Project: Food and drink

Ask students what their favourite meal would be. Then, using the information from the unit, together with the menu and the illustrations, students write a shopping list and design the menu for a special family dinner. Students can work individually or in small groups. Display the shopping lists and menus in the classroom. Have a vote to see which meal would be the students' favourite.

Student's Book pages 33–34

Review 2

The students should write the answers *in full* in their exercise books. Allow sufficient time for students to complete the review.

Play the cassette or read the text for Exercise 1.

Tapescript

Narrator: Review 2, Exercise 1. Listen, colour and answer.

Boy: Hello. I'm a footballer. My shirt is green, my shorts are red, my socks are yellow and my boots are black and white.

.....

Play the cassette or read the text again. Students complete the answers, then continue with the rest of the review unit.

Correct the answers and give a score out of fifty.

Answers

1 (4 points)

- 1 His shirt is green.
- 2 No, his shorts are red.
- 3 His socks are yellow.
- 4 His boots are black and white.

2 (6 points)

- 1 The shorts are blue and yellow.
- 2 The trainers are white.
- 3 The t-shirt is orange and white.
- 4 The dress is red and blue.
- 5 The skirt is green.
- 6 The trousers are black.
- 7 The jacket is blue.

3 (5 points)

This isn't **my** shirt. Is it **your** shirt?
No, **my** shirt is green.

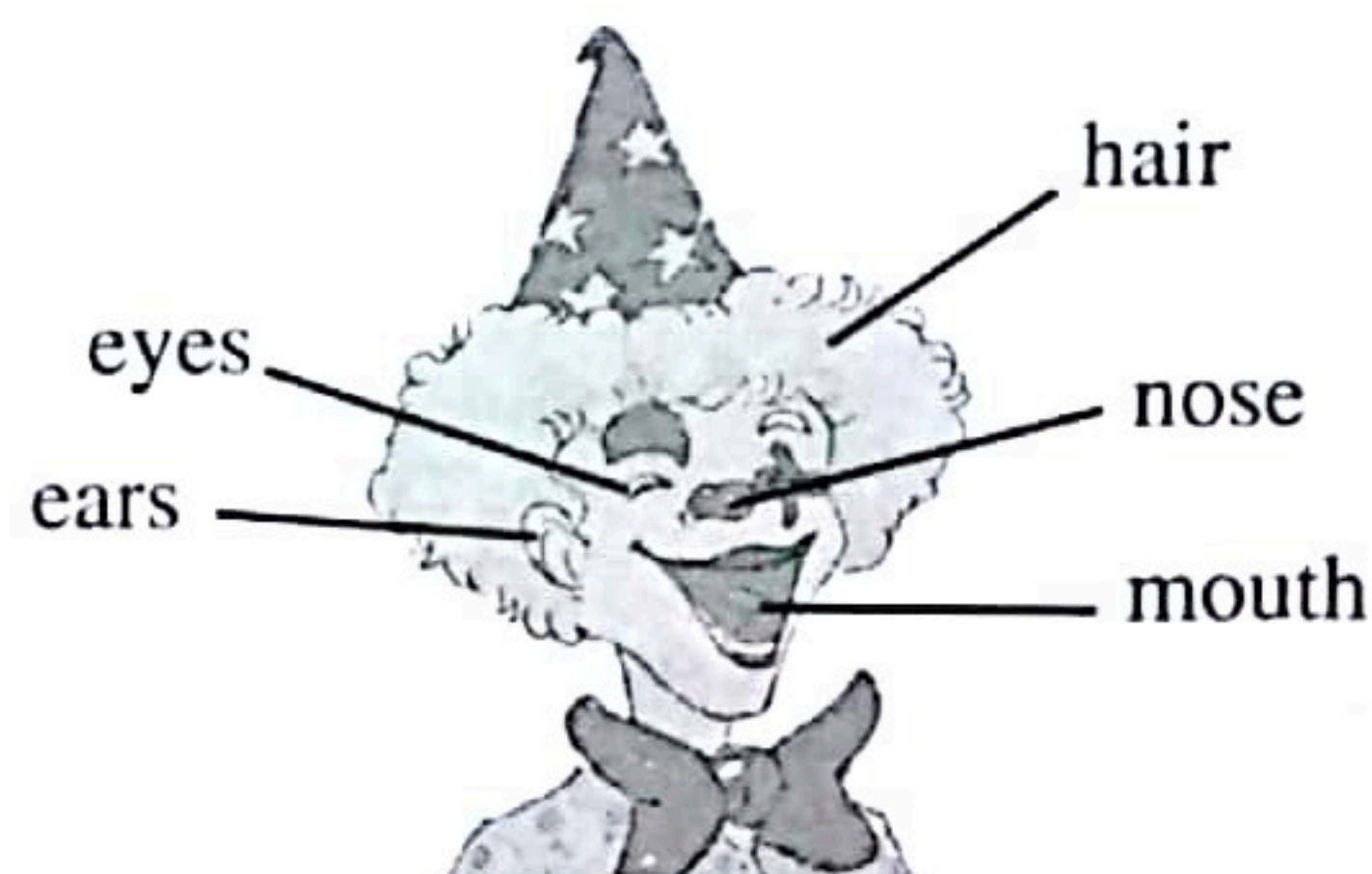
My new trainers are white.

This is **our** (or **my**) team colour.

4 (5 points)

- 1 This is Ahmed. He is **tall**.
- 2 This is Hassan. He is **sad**.

- 3 This is Amal. She is **fast**.
- 4 This is Selma. She is **short**.
- 5 This is Maria. She is **happy**.
- 6 This is Brahim. He is **slow**.
- 5 (5 points)



6 (5 points)

Jamal eats healthy foods. For breakfast he eats **bread** and **cheese**. He drinks **milk**. He likes fresh **fruit** and **vegetables**.

7 (10 points)

Do you like fried potatoes?

Yes, I **do**.

I **don't** eat them. I only **eat** healthy food. **Do** you drink milk?

No, I **don't**. I drink soda.

Omar is fit. He **eats** healthy food. He also **plays** football.

What **does** he drink?

He **drinks** fruit juice and water. He **drinks** milk, too.

8 (10 points)

- 1 I'd like **an orange**, please.
- 2 I'd like **some couscous**, please.
- 3 Would you like **an apple**?
- 4 Would you like a **banana**?
- 5 I'd like **some olives/an olive**, please.
- 6 Would you like **some fish**?

5 My family

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening/reading	identifying and using appropriate language about your family
	Speaking	clarifying or asking for clarification
	Speaking	identifying and using appropriate language in a social situation (to greet, introduce, thank)
Presentational communication	Writing	presenting information about your family to an audience

Unit title	Structures	Functions	Skills	Useful preparation
My family	<i>Have/have got ...</i> <i>How many ...?</i> <i>Can + subject + verb ...?</i>	Asking for and giving permission	Listening and reading for specific information Asking and answering questions Taking notes Writing sentences Speaking Pronunciation	Make a poster of a family tree. Make word flashcards of the family nouns.

PRODUCTIVE VOCABULARY									
family	grandfather	grandmother	father	mother	brother	sister	aunt		
uncle	cousin	wife	husband	wake up	wash	brush	dress	mix	study

Student's Book page 35

Unit introduction

Ask the students to comment on the family group. If they need help, prompt them by asking questions about the family such as *How many people are there in the family? Where do they live? How many children are there? Who are the grandparents?* and so on. Accept the answers which the students give you. If you have one, display the poster of a family tree. Go through the family relationships, starting with grandfather and grandmother. Elicit as much as possible from the students before explaining.

Student's Book page 36

New objectives: to introduce family vocabulary and then talk about family relationships,

using possessive pronouns and apostrophe 's structures

to introduce *have got*

to practise *have got* through examples of family relationships

5.1 Give students time to look at the pictures. Ask questions about them, e.g., *What are the children looking at?* (a photo album) *Who is in the first photo?* Elicit *The boy's grandfather and grandmother.*

Who is in the second photo? Elicit *The boy's mother and father.*

Who is in the third photo? Elicit *The boy's uncle and aunt.*

Who is in the fourth photo? Elicit *The boy's cousins.*

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 5, My family. Exercise 1. Listen and read.

Karim: Look at this, Yasmina. It's my family photo album. This is a photo of my grandfather and grandmother.

Here are my mother and father.

This is a photo of Uncle Samir and Aunt Ghita.

And here are my cousins, Omar and Boushra.

Play the cassette or read the text again. Ask individual students to repeat a sentence each.

- 5.2 Give students time to look at Karim's family tree. Ask students if they have seen a family tree before. Explain that *m.* means *married* and that the lines represent family relationships. Ensure that students understand how the tree works. Ask questions such as *Who is Karim's father?* to check that students understand the tree.

- 5.3 Play the cassette or read the text. Students listen:

Tapescript

Narrator: Unit 5, Exercise 3. Listen to Karim talking about his family tree.

Karim: My name is Karim Najah. This is my family tree. Mohamed Najah is my grandfather. Fatima Mimouni is my grandmother. Their children are called Younes and Ghita. Younes is my father. Ghita is his sister. Ghita married Samir. They are my aunt and uncle. I have two cousins, Omar and Boushra. My mother's name is Leila and my sister's name is Aziza.

Play the cassette or read the text again. Ask individual students to repeat the sentences. Ask questions about Karim's family e.g., *Who is Mohamed Najah?* Elicit *He's Karim's grandfather.*
What is Karim's grandmother called? Elicit *She's called Fatima Mimouni.*

Who is Younes? Elicit *He's Karim's father.*
What is Karim's mother's name? Elicit *Her name is Leila.*

Who are Samir and Ghita? Elicit *They are Karim's uncle and aunt.*

What are Karim's cousins called? Elicit *They are called Omar and Boushra.*

What is Karim's sister's name? Elicit *Her name is Aziza.*

- 5.4 Give students time to read the sentences and prepare the answers without writing. Give students time to complete the sentences. Ask individual students to read a completed sentence. Check that all students' answers are correct.

Answers

- 1 Karim's family name is **Najah**.
- 2 Karim has a sister. Her name is **Aziza**.
- 3 Boushra is Karim's **cousin**.
- 4 Boushra's brother is called **Omar**.
- 5 Samir and Ghita are Karim's **uncle and aunt**.
- 6 Younes is Karim's **father**. Fatima is his **grandmother**.

- 5.5 Read the text. Students listen. Read the text again. Students repeat. In pairs, ask students to practise the dialogue.

Select pairs to read the dialogue to the whole class. Pairs continue by pointing to different people in Karim's family tree and asking and answering in the same way as the model.

Student's Book page 37

New objectives: to introduce *How many ...?*

to ask and answer questions about the family, including questions with *How many ...?*

- 5.6 Give students time to complete the sentences without writing. Ask individual students to say a sentence. Students write the sentences in their exercise books. Ask individual students to read a completed sentence.

Answers

- 1 My mother's sister is my **aunt**.

- 2 My father's mother is my **grandmother**.
- 3 My uncle's children are my **cousins**.
- 4 My mother's father is my **grandfather**.
- 5 My father's brother is my **uncle**.

5.7 Introduce *I have got* etc. Write the contracted forms on the board:
I've got; You've got; He's got; She's got; Its got; We've got; They've got.
 The contracted forms are very common, especially in speech.
 Point out that *have/have got* are interchangeable in British English. This is due to the influence of American English on British English.
 American English only uses *have*, e.g., *I have two brothers*.
 British English speakers would usually say *I've got two brothers*.
 Read the two examples.
 Ask individual students: *How many brother/sisters/uncles/aunts/cousins have you got?*
 to elicit *I have got ... brother(s)*, and so on.
 In pairs, students exchange information about their families.

5.8 Write the names *Jamal, Abdelaziz* and *Latifa* on the board.
 Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 5, Exercise 8. Listen and answer.
 Woman 3: *Jamal has got one sister. Her name is Kenza. They have got seven aunts and six uncles. They have got fourteen cousins. Jamal's father is called Abdelaziz. He has got three brothers and two sisters. His mother, Latifa, has got two sisters and one brother.*

Play the cassette or read the text again, pausing after each sentence for the students to write.

Answers

Jamal has got one sister.
Jamal and Kenza have got seven aunts.
They have got six uncles and fourteen cousins.
Abdelaziz has got three brothers and two sisters.
Latifa has got two sisters and one brother.

5.9 Begin by asking individual students one of the questions.
 In pairs, students should ask each other about their families.
 Students should note down the numbers in their friend's family.
 Select a few pairs to re-enact their conversation.

5.10 Select individual students to read a sentence each.
 Following the pattern established in the example, students should use their notes to write about their friend's family.

Remember!

Students should learn the structures presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 I have got five sisters and two brothers.
- 2 My father has got six brothers and one sister.
- 3 My mother has got three sisters.
- 4 I have got seven uncles and five aunts.
- 5 I have got nineteen cousins.
- 6 We have got a big family.

Student's Book page 38

New objective: to ask for and grant permission using *Can ...?*

5.11 Write these names on the board: *Younes, Leila, Karim* and *Aziza*.
 Then write these sentences on the board:
Leila is Younes's wife.
Younes is Leila's husband.

Karim is their son.
Aziza is their daughter.

Give students time to look at the pictures.
 Read the dialogues. Students listen.
 Read the dialogues again. Students repeat.
 Students practise the dialogues in pairs.
 Select pairs to read a dialogue

5.12 Give students time to prepare the sentences, without writing.
 Select individual students to say a completed sentence.
 Students complete the sentences.

Select individual students to read a completed sentence.

Answers

*This is **Younes**. He is Leila's **husband**.*

*This is **Leila**. She is Younes's **wife**.*

*This is **Karim**. He is Younes and Leila's **son**.*

*This is **Aziza**. She is Younes and Leila's **daughter**.*

- 5.13** Ask the students how they ask for permission to, for example, watch TV, go out, go to the cinema, and so on.

Give students time to look at the pictures.

Play the cassette or read the dialogues.

Students listen.

Tapescript

Narrator: Unit 5, Exercise 13. Read and listen.

Boy: Can they come in?

Woman: No, they can't.

Girl: Can I watch TV, Mum?

Woman: Yes, you can.

Play the cassette or read the text again.

Students repeat.

In pairs students practise the dialogues.

Select pairs to read each dialogue.

Ask students to make requests for permission, e.g., Can I open the window/play football/have a drink?

Answer *Yes, you can./No you can't.*

- 5.14** Give students time to match the dialogue to the pictures, without writing.
Ask pairs to read the dialogues.
Students write the dialogues in their exercise books.
Ask further pairs to read a dialogue.

Answers

Can we play football? No, you can't.

Can they stay for dinner? Yes, they can.

Can I have an ice cream, please? Yes, you can.

Student's Book page 39

New objectives: to talk about daily activities with a focus on the third person singular and

the addition of *s* or *es* according to the spelling of the verb

- 5.15** Read the summary of verbs in the third person singular.

Play the cassette or read the text of Karim's daily routine. Students listen.

Tapescript

Narrator: Unit 5, Exercise 15. Listen to Karim's daily routine. Fill in the verb endings.

Woman: Karim wakes up at 7 o'clock. He brushes his teeth and washes his face. He eats breakfast with his family. He goes to school by bus. He meets his friends.

After school, Karim walks home. He sometimes shops with his mother. Karim carries her bags. Karim also plays computer games. He enjoys playing computer games.

In the evening, Karim does his homework. Then, he watches television. Karim takes off his clothes at 10 o'clock. He sets his alarm for 7 o'clock then goes to sleep.

At the weekends, Karim sometimes fixes his bike!

Play the cassette or read the text again, pausing after each sentence for the students to write. Ask individual students to read a completed sentence. Write it on the board.

Answers

Karim **wakes** up at seven o'clock. He **brushes** his teeth and **washes** his face. He **eats** breakfast with his family. He **goes** to school by bus. He **meets** his friends.

After school, Karim **walks** home. He sometimes **shops** with his mother. Karim **carries** her bags. Karim also **plays** computer games. He **enjoys** playing computer games.

In the evening, Karim **does** his homework. Then, he **watches** television. Karim **takes** off his clothes at ten o'clock. He **sets** his alarm clock for seven o'clock then **goes** to sleep.

At the weekends, Karim sometimes **fixes** his bike!

- 5.16** Give students time to prepare the sentences without writing.

Ask individual students to read a sentence each.
Students write the sentences.
Ask individual students to read a completed sentence. Write the sentences on the board as they say them.

Answers

Saïd/He plays football with his cousins.

Saïd/He visits his aunt and uncle.

Saïd/He studies at his computer.

Saïd/He dresses his brother.

Saïd/He mixes the ingredients.

Remember!

Students should learn the structures presented in the box, paying particular attention to the verb endings in the third person singular.

Dictation Read the following sentences for students to write in their exercise books.

- 1 In the evening, my friend studies.
- 2 She has got a computer.
- 3 She writes stories.
- 4 She helps her mother prepare dinner.
- 5 She mixes the food.
- 6 She dresses her baby brother.
- 7 She washes his clothes.

Pronunciation h as in hat

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 5, pronunciation practice. *h* as in *hat*.
Listen and repeat.

Hamid has got a hat on his head.

Here's Mohamed. He's in a hurry.

Play the cassette or read the text again.
Students repeat.

Student's Book page 40

Do you know about ... Moroccan traditions?

Students read the text silently. Then read the text to them.

Ask questions about the facts, such as;
Who lives in a traditional Moroccan family?
Western women don't keep their name when they marry. Do Moroccan women?
What does 'nomadic' mean? Where do you find nomads?

Project: My family

Students should refer to the family trees in this unit and then draw their own family tree.
They should write a few sentences about their family tree, e.g., *There are eight people in my family. I have got three brothers and two sisters.*
Display the family trees in the classroom.



Where we live

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	identifying the general idea(s) of spoken text (<i>listening for gist</i>); identifying specific points in spoken texts (Selecting and rejecting strategies)
	Reading	identifying the general idea(s) of a written text (<i>skimming</i>); identifying specific points in a written text (<i>scanning</i>); identifying specific information in a text (<i>reading for detail</i>)
Presentational communication	Speaking	speaking clearly, using correct pronunciation and intonation about someone's house
	Writing	present information about your home to an audience in writing

Unit title	Structures	Functions	Skills	Useful preparation
Where we live	<i>There is/isn't ...</i> <i>There are/aren't ...</i> <i>Some/any</i>	Describing places	Listening and reading for information Asking and responding to questions Speaking Pronunciation	Make word flashcards of the rooms in a house
PRODUCTIVE VOCABULARY flat house city garden lift countryside balcony courtyard storey floor ground garage farm animals bedroom bathroom living room dining room kitchen laundry room				

Student's Book page 41

Unit introduction

Ask students to comment on the different types of houses. Ask questions such as, *Which country are they in? Are they in the city or in the countryside? Which do you like? Why?* Ask students which type of accommodation they live in.

Student's Book page 42

New objectives: to introduce vocabulary related to house and home
to introduce *there is/isn't* and *there are/aren't* and use the structure to describe where one lives

- 6.1 Before playing the cassette or reading the text, explain the difference between *storey* and *floor*. Draw a four-storey building on the board and label *ground floor*, *first floor*, *second floor* and *third floor*. Also explain that *flat* and *lift* are used in British English whereas *apartment* and *elevator* are used in American English. Play the cassette or read the text. Students listen and follow the text in their book.

Tapescript

- Narrator:** Unit 6, *Where we live*. Exercise 1. Listen and read.
Salim: My name's Salim. I live in a flat with my

family. Our flat is in the city. There's a balcony but there isn't a courtyard. There are four storeys. We live on the first floor. There's a lift in the building. There isn't a garage.

My Grandpa and Grandma live on a farm. Their house is in the countryside. There is only one storey. There are some fields and there are lots of animals.

Ask students to re-read the text silently.
Ask individual students to read a paragraph.
Play the cassette or read the text again. Answer any questions the students may have.

- 6.2 Give students time to tick the true/false boxes. Check orally. Ask students to correct the false statements.

Answers

- 1 True.
- 2 False. There isn't a courtyard at his flat.
- 3 True.
- 4 True.
- 5 False. There isn't a garage at Grandpa's house.
- 6 True.

- 6.3 Give students time to prepare answers to the questions.
Ask individual students the questions.

Answers

- 1 No, there isn't.
- 2 Yes, there are.
- 3 No, there isn't.
- 4 No, there aren't.

- 6.4 In pairs, students practise the dialogue.
Select pairs to read the dialogue to the class.

Extension activity

Ask pairs to write a similar dialogue.
Select pairs to read their dialogue.

- 6.5 Ask individual students *Where do you live?* to elicit
I live in the city/countryside.
Do you live in a flat or a house? etc.
Ask students to write about their home.

Select individual students to read their account to the class.

Remember!

Students should learn the structures presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 Naïma lives in a big house.
- 2 It has two storeys.
- 3 There isn't a balcony.
- 4 There isn't a lift.
- 5 Their house is in the countryside.

Student's Book page 43

New objective: to identify the names of the rooms in a house and use them to communicate with classmates

- 6.6 Read the new vocabulary. Ask students what each room is used for:
A bedroom is where you sleep.
A bathroom is where you wash.
A living room is where you sit and relax.
A dining room is where you eat.
A kitchen is where you cook.
A laundry room is where you wash clothes.
Give students time to study the two floor plans and identify the rooms.
Hold up your book, point to rooms and ask
Which room is this?
Play the cassette or read the text. Students follow in their books.

Tapescript

Narrator: Unit 6, Exercise 6. Listen and read.

Salim: Our flat is modern. It's quite big. There are three bedrooms, a bathroom with a toilet and a shower, a living room, a large kitchen and a laundry room. There is electricity, gas and water. There is even an air conditioner.
My grandpa's house is old. It's quite small. There are two bedrooms and a living room. There isn't a bathroom but there is a toilet outside. The kitchen is outside too. There isn't any electricity. There is a well for water.

Ask students to re-read the passages silently then select individual students to read a paragraph. Answer any questions which students may have, and clarify any difficult vocabulary. Play the cassette or read the text again. Students repeat.

- 6.7 Students write the names of the rooms under the pictures.
Say *The first room is a bathroom. What's the second/third/fourth/fifth/sixth room?*

Answers

- 1 bathroom
- 2 laundry room
- 3 bedroom
- 4 kitchen
- 5 dining room
- 6 living room

- 6.8 Give students time to look at the incomplete sentences.
Play the cassette or read the text. Students listen.

Tapescript

- Narrator:** Unit 6, Exercise 8. Listen. Complete the sentences.
- Salim:** My flat is modern. On the first floor, there are three bedrooms and a bathroom with a toilet and a shower. There is also a living room and a large kitchen.
- Grandpa:** My house is old and small. There are two bedrooms and a living room in the house. The kitchen and bathroom are both outside. I have a well for water, but I don't have any electricity.

Play the cassette or read the text again, pausing for students to complete the sentences. Ask individual students to read a completed sentence and check that all students have the correct answers.

Answers

- 1 In Salim's flat, there are three **bedrooms**.
- 2 In Salim's flat, there is a large **kitchen**.

- 3 In Grandpa's house, there are two **bedrooms**.
- 4 In Grandpa's house, there is a **kitchen** and a **bathroom** outside.
- 5 In Grandpa's house, there isn't any **electricity**.

- 6.9 In pairs, students read the dialogue. Select pairs to read the dialogue to the class. Pairs then talk about their own house, taking turns to make a statement. Select pairs to make statements about their house to the class.

Extension activity

Use flashcards to review the names of rooms. Then ask individual students to spell the words. Ask students to think of an activity connected with each room in the house, e.g., *cook – kitchen, sleep – bedroom, wash – bathroom*, etc.

Student's Book page 44

New objectives: to ask and answer questions using *some* and *any*

to use *some* and *any* to describe a room or house

- 6.10 Read the structures in the presentation box. Point out that *any* is used in questions and in negative statements.
Give the students plenty of time to look at the pictures and identify the objects in the rooms. Read the words then ask individual students to repeat them. Ask individual students to spell the words. Close books and have a spelling competition with the vocabulary. Write the words on the board as the students spell them.
- 6.11 Students practise asking and answering the questions in pairs.
Select pairs to ask and answer a question.
- 6.12 Give pairs time to complete the questions and answers.
Select pairs to ask and answer a question.

Answers

- | | |
|---|---|
| 1 Are there any books in Selma's bedroom? | Yes, there are some books . |
| 2 Are there any cupboards? | No, there aren't any cupboards . |

- 3 Are there any pictures? Yes, there are **some pictures**.
- 4 Are there any videos? No, there aren't **any videos**.
- 5 Are there any sofas? No, there aren't **any sofas**.
- 6 Are there any toys? Yes, there are **some toys**.

Student's Book page 45

New objective: to listen to specific information and use it to identify rooms being described

- 6.13 In pairs, students practise the dialogue. They then ask further questions following the same pattern.
- 6.14 Give the students plenty of time to look at the pictures and identify the objects and the differences in each of the rooms.
Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 6, Exercise 14. Listen to John talking about his new house. Tick the correct pictures.

Narrator: 1

John: In the living room there is a sofa and a television but there isn't any carpet on the floor. There are some lamps on the table and some pictures on the walls. There is an armchair but there aren't any curtains at the windows, yet.

Narrator: 2

John: In my bedroom there is a bed and a desk. There are some bookshelves but there aren't any books. There are some rugs on the floor but there aren't any pictures on the walls.

Narrator: 3

John: In the kitchen there is a refrigerator and a sink. There is a table but there aren't any chairs. There are some cupboards and some saucepans.

Narrator: 4

John: In the bathroom there is a bath, a basin and a toilet. There is a shower but there aren't any towels.

Play the cassette or read the text again, pausing for students to tick the correct pictures.
Ask individual students to tell the class what exactly is in each room.

Answers

- 1 Picture 2
- 2 Picture 1
- 3 Picture 3
- 4 Picture 1

Remember!

Students should learn the structures presented in the box.

Pronunciation diphthong *eɪ* as in make

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 6, pronunciation practice. Diphthong *eɪ* as in make. Listen and repeat.

Naïma makes a cake every day. She plays the cassette player all day. There's a radio on the table. There's a basin in the bathroom.

Play the cassette or read the text again. Ask individual students to repeat.

Write the phrases on the board. Ask individual students to read them.

Student's Book page 46

Do you know about ... the population?

Read the statements to the students. Ask *How many ...?* questions.

e.g., *How many people are there per square kilometer of land?*

How many people live in Casablanca/Rabat/Fez?

Ask students to comment on the pictures.

Project: Where we live

Students draw a plan of their house on a large piece of paper.

They should label the rooms and illustrate the contents of each room. In addition, they could make a list of the contents of each room.

Student's Book pages 47–48

Review 3

The students should write the answers in *full* in their exercise books. Allow sufficient time for students to complete the review.

Play the cassette or read the text for exercise 1.

Tapescript

Narrator: Review 3, Exercise 1. Listen and complete the dialogue.

Woman: What do you do in the morning?

Boy: I go to school.

Woman: What does your father do?

Boy: He goes to work.

Woman: What do you play in the afternoon?

Boy: I play football.

Woman: What does your sister play?

Boy: She plays tennis.

Play the cassette or read the text again. Students complete the answers, then continue with the rest of the review unit.

Correct the answers and give a score out of fifty.

Answers

1 (6 points)

- 1 What **do** you do in the morning?
- 2 I **go** to school.
- 3 What **does** your father do?
- 4 He **goes** to work.
(What do you play in the afternoon?)
- 5 I **play** football.
(What does your sister play?)
- 6 She **plays** tennis.

2 (10 points)

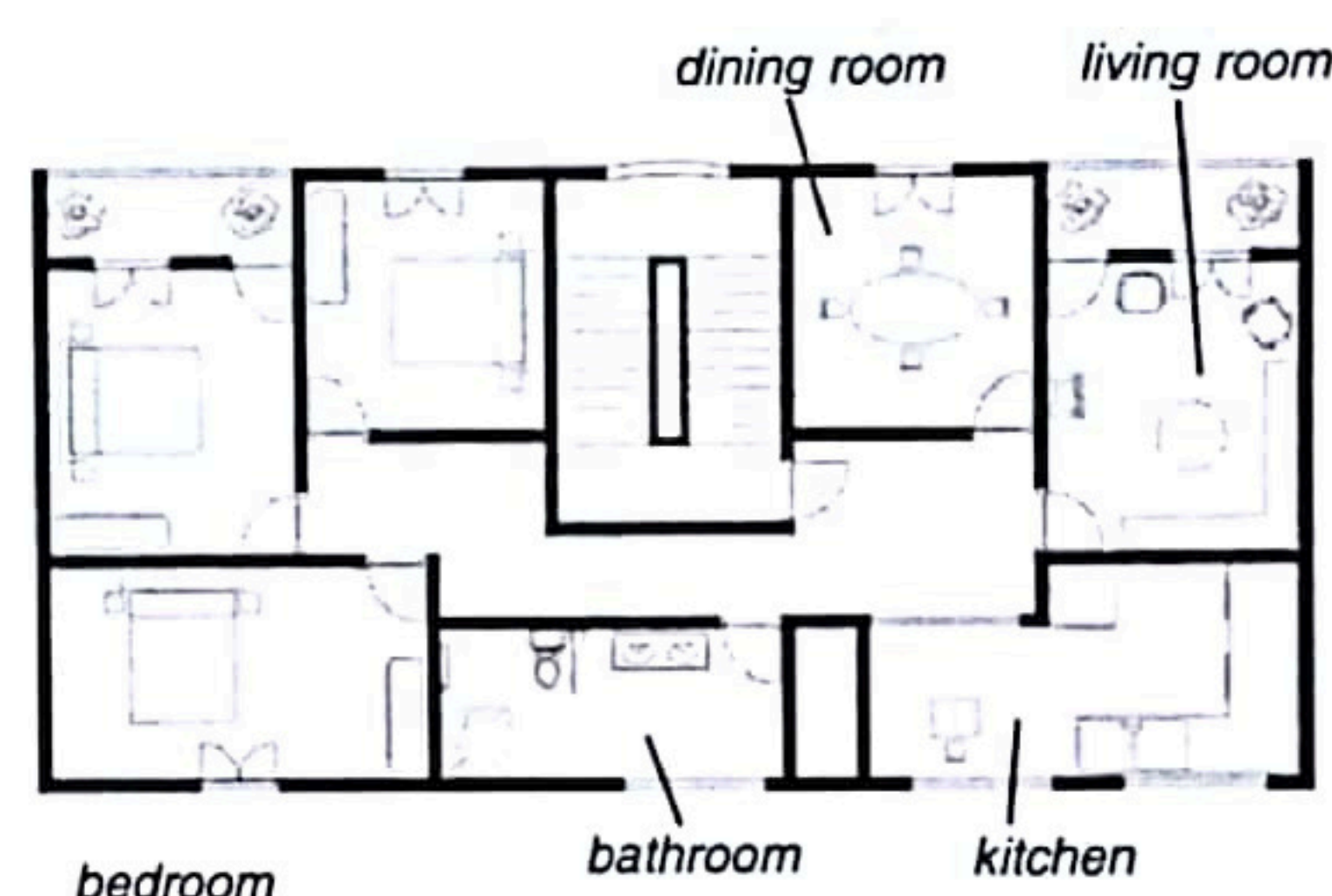
- 1 father
- 2 husband
- 3 mother
- 4 wife
- 5 uncle
- 6 aunt

- 7 grandfather
- 8 sister
- 9 brother
- 10 family tree

3 (5 points)

- 1 Can I play football?
- 2 Can I watch television?
- 3 Can I play computer games?
- 4 Can I read the newspaper?
- 5 Can I have/eat an ice cream?
- 6 Can I go shopping?

4 (5 points)



5 (10 points)

- | | |
|-----------------|-----------------|
| 1 There is ... | 6 There is ... |
| 2 There are ... | 7 There is ... |
| 3 There is ... | 8 There is ... |
| 4 There is ... | 9 There are ... |
| 5 There are ... | 10 There is ... |

6 (14 points)

- | | |
|-----------|-------------------|
| 1 Mohamed | 8 wife |
| 2 three | 9 sisters |
| 3 aunts | 10 Boushra |
| 4 brother | 11 two |
| 5 cousins | 12 one/one sister |
| 6 married | 13 Manal |
| 7 Jamal | 14 children |



Transport

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	identifying and responding to appropriate language of time and modes of transport
	Listening	identifying and using appropriate classroom language
Presentation communication	Writing / speaking	presenting the results of a survey about modes of transport through a poster to an audience of listeners

Unit title	Structures	Functions	Skills	Useful preparation
Transport	Adverbs of frequency: <i>always, usually, often, sometimes, seldom, never</i>	Talking about habitual actions Asking for and giving the time	Listening and reading for specific information Producing written sentences Speaking Pronunciation	Make picture and word flashcards of the means of transport Obtain or make a clock with movable hands to introduce and practise time

PRODUCTIVE VOCABULARY										
transport	work	shopping	meet	start	bus	taxi	train	car	bike	helicopter
	boat	aeroplane	truck	donkey	market	station	get up			
go to bed	always	usually	often	sometimes	seldom	never				

Student's Book page 49

Unit introduction

Ask students to comment on the pictures on the opening page of the unit. To facilitate this, introduce the transport vocabulary using flashcards. Hold up your book and point to the photographs. Ask *Which country is this?* Point to the other pictures and ask *Where is this?/What's this?*

Student's Book page 50

New objectives: to introduce and practise telling the time
to draw awareness to different ways of saying the same thing
to ask and answer questions with *What time ...?*

7.1

Review numbers 1–20 by counting round the class.

Introduce numbers 21–60. Write *thirty, forty, fifty* and *sixty* on the board. Ask students to copy them into their exercise books.

Play a game counting round the class from 1–60. A student who makes a mistake, drops out and the rest continue counting.

Read the times while displaying them on a clock. Set times from one to twelve o'clock. Ask *What time is it?*

Read the sentences while students follow in their book.

In pairs, students match the sentences to the times. Ask individual students to read a sentence. Set the time on your clock as they speak.

Answers

- 1 B
- 2 D
- 3 A
- 4 E
- 5 C

- 7.2 Give students time to look at the times on the clocks and read the sentences.
Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 7, Transport. Exercise 2. Listen.
Match the clocks to the people.

Kamal Boy 1: I play football at five fifteen.
Khalid Touri Woman: I go shopping at nine forty-five.
Marwa Girl 1: I go to the library at four thirty.
Lella Girl 2: I meet my friends at three o'clock.
Khalid Boy 2: I ~~start~~ my homework at half past six.
Jawad

Play the cassette or read the text again. Ask individual students to repeat.
Students match the sentences with the times.

Ask individual students to read a sentence. Show the times on a clock as they speak.

Answers

- 1 C
- 2 A
- 3 D
- 4 E
- 5 B

- 7.3 Read the dialogue with a student. Other students listen.
Point out that the third person singular of *go* is *goes*.
Pairs practise the dialogue. Select pairs to read it.
Ask questions about the people in exercise 2.
e.g., *What time does the boy play football?*
He plays football at five fifteen.

What time does the woman go shopping?
She goes shopping at nine forty-five.

What time does the girl go to the library?
She goes to the library at four thirty.

What time does the girl meet her friends?
She meets her friends at three o'clock.

What time does the boy start his homework?
He starts his homework at half past six.

Student's Book page 51

New objective: to introduce and talk about different means of transport

- 7.4 Review numbers 1–60. Write random figures between 1 and 60 on the board.
Students say the numbers as you write them.
Read the times in two versions, e.g., *Ten past four/Four ten*.
Display the times on your clock as you say them.
Use your clock to continue practising times in two versions.
In pairs, students practise the dialogue with the four times.
Select pairs to say a dialogue.

Answers

S1: *What time is it?* S2: *What time is it?*
S2: *It's four twenty-five.* S1: *It's eleven ten.*
S1: *It's twenty-five past four.* S2: *It's ten past eleven.*

Dictation Read the following sentences for students to write in their exercise books.

- 1 My father goes to work at seven o'clock.
- 2 I go to school at seven thirty.
- 3 My mother goes shopping at quarter past ten.
- 4 I play football at five o'clock.
- 5 My sister goes to the library at six forty-five.

- 7.5 Use flashcards to review the different modes of transport.
Ask students to say complete sentences using the new words, e.g.,
I go to the city by bus.
You go to the market by taxi.
He/She goes to Rabat by train.
We go to Casablanca by car;
They go to the countryside by bike.
Students then match the words and pictures by writing the words under the pictures.
Check their answers orally by asking *What's number one?* etc.
Check their answers orally.

Answers

- 1 a helicopter
- 2 a car
- 3 a bus
- 4 an aeroplane
- 5 a train
- 6 a donkey
- 7 a bicycle
- 8 a taxi

- 7.6 Play the cassette or read the sentences.
Students listen.

Tapescript

Narrator: Unit 7, Exercise 6. Listen to Hassan. Tick the correct sentences.

Hassan: I'm Hassan. I go to school by bus.
My sister also goes to school by bus.
My father goes to work by car.
My mother goes to the shopping centre by taxi.
My grandfather goes to the market on his donkey.
My cousins go on holiday by aeroplane.

Play the cassette or read the text again, pausing for students to tick the true statements.
Ask students to correct the false statements.

Answers

- 1 True.
- 2 True.
- 3 False. Hassan's father goes to work by car.
- 4 True.
- 5 False. Hassan's grandfather goes to the market on his donkey.
- 6 True.

Student's Book page 52

New objective: to introduce adverbs of frequency and use them to talk about daily routines

- 7.7 Introduce *What time do you ...?* by asking questions, e.g.,
What time do you get up?
What time do you go to school?
What time do you eat lunch?

What time do you go home?
What time do you eat dinner?
What time do you go to bed?

Students study the pictures and note the times.
They then write the man's answers.
Check students' answers by asking individual students a question.

Answers

- 1 I get up at twenty-five past six/six twenty-five.
- 2 I leave home at quarter past seven/seven fifteen.
- 3 I walk to the train station.
- 4 I go to work by train.
- 5 The train leaves at twenty-five to eight/seven thirty-five.

- 7.8 In pairs, students practise asking and answering the questions.
Ask a few individual students the questions.

Extension activity

Students write a paragraph about their daily routine.

Remember!

Students should learn the structures presented in the box.

- 7.9 Read and explain the table of adverbs of frequency.
The adverbs are arranged in decreasing frequency.
Read the sentences. Students listen.
Ask individual students to read a sentence.
Check that students know the meanings of the adverbs of frequency. Ask them questions to practise the usage.

Student's Book page 53

New objective: to express *when* and *how* you travel

- 7.10 In pairs, students look at the pictures and decide on the appropriate adverbs.
Ask individual students to read a completed sentence.

Answers

- 1 Hassan **never** goes to school by bus. He **always** goes by **bike**.
- 2 Hassan's mother **sometimes** goes to the market by bus. She **often** goes by **taxi**.
- 3 Hassan's father **seldom** goes to work by bike. He **usually** goes by car.

- 7.11** In pairs, students practise the dialogue.
Select pairs to read the dialogue.
Pairs then compose a dialogue about themselves.
Select pairs to say their dialogue to the class.
- 7.12** Play the cassette or read the text. Students listen.

Tapescript

- Narrator:** Unit 7, Exercise 12. Listen. Tick the correct sentences.
- Amine:** My name's Amine. I never go to school by bike. My father always takes me in his car.
- Manal:** My name's Manal. I sometimes go to the library by bike.
- Omar:** I'm Omar. I always go to football practice by bus. It takes fifteen minutes.
- Ahmed:** My name's Ahmed. I seldom go to football practice by bus. I often walk.
- Leila:** I'm Leila. I always visit my cousins in England. I always go by aeroplane.
- Nora/Naïma:** I'm Nora and I'm Naïma. We usually visit our grandfather by car. He goes into market on a donkey.

Play the cassette or read the text again, pausing for students to tick the true statements.
Ask individual students to read a sentence.
Play the cassette or read the text again. Students correct the false statements.

Answers

- 1 False. Amine never goes to school by bike.
- 2 True.
- 3 False. Omar always goes to football practice by bus.
- 4 False. Ahmed often walks to football practice.
- 5 True.
- 6 False. Nora and Naïma usually visit their grandfather by car.

- 7.13** Students write about themselves and their family, following the guidelines.
Select students to read their accounts to the class.

Pronunciation diphthong əʊ as in note
Play the cassette or read the phrases. Students listen.

Tapescript

- Narrator:** Unit 7, pronunciation practice.
Diphthong əʊ as in **note**. Listen and repeat.
- I go to school.*
My father goes to work.
We go to Spain by boat.
They go to England by aeroplane.
He goes by road to Rabat.

Play the cassette or read the phrases again.
Students repeat.

Student's Book page 54

Do you know about ... travelling?

Ask students to comment on the photographs.
Ask questions, e.g., *How many kilometres of roads are there in Morocco?*
How many kilometres of railway track are there?
What must you wear when you ride a motorbike?
What colour are the taxis in Casablanca/Rabat?

Project: Transport

Students make a chart and record the means of transport they see each day for a week. They then make a poster showing their results and write a short analysis of them.



Hobbies

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening / speaking	asking and answering questions about hobbies orally and in writing
	Speaking	clarifying or asking for clarification about hobbies
Interpretative communication	Reading	interpreting information about your peers' hobbies
Presentational communication	Writing	presenting the results of a class survey about hobbies to the whole class

Unit title	Structures	Functions	Skills	Useful preparation
Hobbies	Present continuous (affirmative, negative, interrogative) <i>I like/don't like + gerund</i> (affirmative, negative, interrogative)	Expressing likes and dislikes. Talking about leisure activities.	Listening and reading for specific information Asking and answering questions Interpreting results and report writing Speaking Pronunciation	Make picture and word flashcards of <i>drawing, reading, painting, writing, brushing, washing, eating, waiting</i>
PRODUCTIVE VOCABULARY				
draw read paint write brush wash use eat wait guitar piano				

Student's Book page 55

Unit introduction

Discuss the pictures and ask students what their favourite hobby is. Do they do any of the hobbies shown in the photographs?

Write *read – reading; play – playing; watch – watching; listen – listening* on the board.

Hold up your book, or some flashcards, point to the pictures and say e.g., *She is playing a computer game. They are playing football. She is watching television. He is listening to music.*

Then point and ask *What is he/she doing? What are they doing?*

Student's Book page 56

New objective: to introduce the present continuous tense and to describe actions taking place at the time of speaking using the target tense

- 8.1 Ask individual students to say a sentence using the present continuous, e.g., *I am reading.* Read the sentences. Students listen. Ask individual students to read a sentence. Point and ask about the pictures, e.g., *What is he/she doing? What are they doing?*
- 8.2 Give students time to prepare statements about the pictures. Ask individual students to say what they are doing.

Answers

- 1 He is playing a guitar.
- 2 They are playing football.
- 3 They are watching television.
- 4 They are listening to music.

8.3 In pairs students practise the dialogues.
Select pairs to read the dialogue.

8.4 Ask individual students the questions, e.g., *What is Manal doing?* to elicit *Manal is brushing her hair.*
Complete the sentences orally.
Students complete the sentences by writing them in their exercise books.
Ask individual students to read a completed sentence.

Answers

- 1 Manal is brushing her hair.
- 2 Saïd is fixing his bicycle.
- 3 Mr and Mrs Tazi are eating dinner.
- 4 Ahmed is doing his homework.

Student's Book page 57

New objective: to ask and answer questions about actions taking place at the time of speaking, using the present continuous tense

- 8.5 Ask individual students to mime the two actions *reading* and *playing football*.
Show a flashcard and ask an individual student to mime the action, e.g., *writing*.
The student mimes the action of writing.
Use the flashcards for *drawing, reading, painting, writing, brushing, washing, eating* and *waiting to play a game*. Discreetly show a flashcard to a student and he/she mimes the action. The other students guess the verb.
- 8.6 Give students time to look at the pictures.
Play the cassette or read the dialogue.
Students listen.

Tapescript

Narrator: Unit 8, Hobbies, Exercise 6. Listen.
Match the activities to the people.

Jane: Hi, Nadia. It's Jane from ~~England~~. *U.S.A*
Nadia: Hi, Jane.
Jane: What are you doing?
Nadia: I'm using my computer.
Jane: What's your father doing?
Nadia: He's ~~watching television~~. *reading the news paper*
Jane: What's your mother doing?
Nadia: She's ~~reading the newspaper~~. *watching T.V*
Jane: What's Ahmed doing?
Nadia: He's playing his guitar.
Jane: And what are your grandparents doing?
Nadia: They're feeding the animals. What are you doing?
Jane: I'm phoning you!

Play the cassette or read the dialogue again, pausing for students to draw lines from the people to the activities. Play the cassette or read the dialogue again to let students check their work.

Answers

- 1 Nadia/computer (C)
- 2 Ahmed/guitar (B)
- 3 Father/television (F)
- 4 Mother/newspaper (E)
- 5 Grandparents/feeding animals (D)
- 6 Jane/telephone (A)

Ask questions, e.g.,
What's Jane doing? She's phoning Nadia.
What's Ahmed doing? He's playing his guitar.
What's Nadia doing? She's using her computer.
What are her grandparents doing? They're feeding the animals.
What's her mother doing? She's reading the newspaper.
What's her father doing? He's watching television.

Remember!

Students should learn the structures presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 Where's Ahmed?
- 2 He's in the courtyard.

- 3 What's he doing?
- 4 He's playing basketball.
- 5 Where are your parents?
- 6 They're in the living room.
- 7 What are they doing?
- 8 They're watching television.
- 8.7 Read the *Yes/No* responses presented in the box.

Read the dialogues. Students listen.
In pairs, students practise the dialogues.
Select pairs to read the dialogues.

Student's Book page 58

New objective: to express likes and dislikes using gerunds

- 8.8 Complete the sentences orally.
Students then complete the sentences in their books.
Ask individual students to read a completed sentence.

Answers

- 1 *Is Aziza playing computer games?*
Yes, she is.
- 2 *Are Selma and Salim feeding the animals?*
No, they aren't.
- 3 *Is Ben listening to music?*
Yes, he is.
- 4 *Are Mr and Mrs Rakib watching television?*
No, they aren't.

- 8.9 Ask students to look at the pictures, then read and complete the sentences.
Check the answers orally.

Answers

- 1 *Jamal is drinking a glass of milk.*
- 2 *Nadia is watching television.*
- 3 *Tom is playing computer games.*
- 4 *Simon and Ben are swimming.*

Remember!

Students should learn the structures presented in the box.

- 8.10 Write *I like ...; I don't like ...* on the board.
Have a discussion about likes and dislikes.
Ask questions, e.g.,
Which foods/drinks do you like?

Which foods/drinks don't you like?
Which sports do you like/don't you like?
Which teams do you like/don't you like?
Give students time to prepare the sentences without writing.
Ask individual students to say a sentence.
Students write the sentences.
Ask individual students to read a completed sentence.

Answers

- 1 *I like using my computer.*
- 2 *We don't like playing football.*
- 3 *They like shopping in the market.*
- 4 *She doesn't like brushing her hair.*
- 5 *He likes watching television.*
- 6 *They don't like waiting for the bus.*

Student's Book page 59

New objectives: to speak about one's likes and dislikes through questions and answers
to practise transferring data to a chart
to use data as a prompt for speaking

- 8.11 Give students time to read the sentences.
Play the cassette or read the text. Students listen.

Tapescript

- Narrator:** Unit 8, Exercise 11. Listen. Tick the correct sentences.
- Fatima:** *I like the school holidays, but I also like going to school.*
- Najib:** *I like the school holidays because I don't like doing my homework.*
- Abdelaziz/Abdellatif:** *We like playing football but we don't like swimming. It's too cold.*
- Jamal:** *I like eating everything. Couscous is my favourite.*
- Nadia/Nora:** *We like listening to music and we like dancing.*
- Jenny/Susan:** *We don't really like staying indoors. We don't like watching television or playing computer games.*

Play the cassette or read the text again, pausing for students to tick the true statements.

Play the cassette or read the text one more time and ask students to correct the false statements.

Answers

- 1 True.
 - 2 True.
 - 3 True.
 - 4 False. Jamal likes eating couscous./Couscous is Jamal's favourite.
 - 5 False. Nadia and Nora like listening to music.
 - 6 False. Jenny and Susan don't like watching television.
- 8.12 In pairs, students tell each other what they like doing and what they *don't* like doing. Ask individual students to say a sentence. Monitor the pairs to ensure students are using the structures correctly.
- 8.13 In pairs, students ask each other questions to elicit *Yes, I do/No, I don't*. e.g.,
Do you like playing football/tennis/watching television? etc.
Do you like fast food/sweets/cola/vegetables/fruit? etc.
- 8.14 Students insert the names of four friends. They survey their four friends asking, *Do you like playing football/using a computer/riding a bike/watching TV?* They record the responses. Ask individual students to report their findings back to the class.
- 8.15 Read the text. Students then write a similar report on their survey. Ask individual students to read their report.

Dictation Read the following sentences for students to write in their exercise books.

- 1 My brother doesn't like watching television.
- 2 He likes being outdoors.
- 3 I like being indoors.
- 4 I like reading but I don't like writing.
- 5 My parents like going to the cinema.

Pronunciation

as in bite

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 8, pronunciation practice, as in bite.

Listen and repeat.

I like ice cream.

She likes writing.

He likes riding his bicycle.

Play the cassette or read the text again.

Students repeat.

Student's Book page 60

Do you know about ... television?

Read the sentences. Ask *Do you watch television? Do you like the programmes? Which are your favourite programmes? Do you watch news/sports?*

Project: Hobbies

Students do their survey and record the results. They then write an analysis of the results and report back to the class. Display the charts in the classroom.

Students Book pages 61–62

Review 4

The students should write the answers *in full* in their exercise books. Allow sufficient time for students to complete the review.

Play the cassette or read the text for Exercise 1.

Tapescript

Narrator: Review 4, Exercise 1. Listen and match. Then write the sentences

Jamal: I get up at seven fifteen. Mohamed and I eat our breakfast at eight o'clock. Mohamed's mother, Mrs Tazi, goes to the market at ten past ten. My sister Latifa has her lunch at twelve forty-five. I get home at four o'clock then start my homework at twenty-five past four. I have dinner at seven fifteen and I go to bed at twenty past ten.

Play the cassette or read the text again. Students complete the answers, then continue with the rest of the review unit.

Correct the answers and give a score out of fifty.

Answers

1 (10 points)

- 1 Jamal gets up at seven fifteen. (Clock D)
- 2 Jamal and Mohamed eat their breakfast at eight o'clock. (Clock F)
- 3 Mrs Tazi goes to the market at ten past ten. (Clock E)
- 4 Latifa has her lunch at twelve forty-five. (Clock A)
- 5 Jamal does his homework at four twenty-five. (Clock B)
- 6 Jamal goes to bed at twenty past ten. (Clock C)

2 (10 points)

- 1 Marwan travels by bike.
- 2 Mr Samadi travels by train.
- 3 Omar travels by bus.
- 4 Mr and Mrs Mimouni travel by car.
- 5 Uncle Abdelaziz travels by taxi.
- 6 Grandfather travels by donkey.

3 (10 points)

- 1 train
- 2 truck
- 3 aeroplane
- 4 donkey
- 5 bus
- 6 helicopter
- 7 boat
- 8 car
- 9 taxi
- 10 transport

4 (20 points)

- 1 Hassan always leaves at twenty past seven. He always goes by bus.
- 2 Samir **always** leaves at **eight fifteen**. He **usually** goes by **car**. He sometimes goes by **taxi**. He **never** goes by bike.
- 3 Ahmed **usually** leaves at **quarter to seven/six forty-five**. He **usually** goes by bike. He **sometimes** goes by car.
- 4 Salim **never** goes by taxi. He **always** goes by **bus**. He **always** leaves at **nine twenty-five/twenty-five past nine**. He **never** goes by car.
- 5 Jamal **usually** goes by train. He **seldom** goes by taxi. He **sometimes** leaves at five o'clock. He **never** leaves at half past five.



Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Speaking	responding appropriately to statements about a variety of sports
	Reading	interpreting the language functions expressing obligation and prohibition
Interpersonal communication	Listening / speaking	identifying and responding appropriately to the language functions expressing obligation and prohibition, likes and dislikes and ability
Presentational communication	Writing	presenting an itinerary and a description of an adventure holiday including the sports you do during this holiday to an audience of listeners/readers

Unit title	Structures	Functions	Skills	Useful preparation
Sport	<i>Can/Can't</i> (ability) ... (affirmative, negative, interrogative) <i>Must</i> (affirmative and negative)	Obligation Talking about ability	Listening and reading for specific information Asking and answering questions Writing factual accounts Speaking Pronunciation	Make picture and word flashcards for the following sports: <i>running, football, tennis, swimming, boxing, basketball, cycling, handball, skiing, hockey</i>

PRODUCTIVE VOCABULARY

athletics football tennis swimming boxing basketball cycling badminton
 skiing hockey running wear lose dive pool helmet score

leather tennis
 ↑
badminton

into water *hard hat*

Student's Book page 63

Unit introduction

Give students time to look at the pictures on the opening page of the unit. Ask them to identify the sports. Write them on the board: *athletics, tennis, cycling, football*. Ask students in which countries they think the sports are taking place and why. Ask individual students *Which sports do you like?*

Student's Book page 64

New objectives: to identify and use vocabulary related to sports
to communicate orally with other students using likes and dislikes as applied to sports

9.1 Use the flashcards to practise the sports vocabulary. Hold up a card and ask *Which sport is this?* Students label the sports. Check the answers orally.

Answers

- 1 tennis
- 2 swimming
- 3 basketball
- 4 cycling
- 5 skiing
- 6 football
- 7 boxing
- 8 badminton
- 9 athletics (running)
- 10 hockey

- 9.2 Introduce *Do you like? Yes, I do/No, I don't*. Hold up the flashcards and ask, e.g., *Do you like football?* to elicit *Yes, I do/No, I don't*. In pairs, students practise the dialogue. Select pairs to say the dialogue. Pairs compose their own dialogue. Select pairs to say their new dialogue.

Extension activity

Pairs write the dialogue they have composed. Select pairs to read their dialogue to the class.

- 9.3 Give students time to look at the pictures. Play the cassette or read the dialogue. Students listen.

Tapescript

Narrator: Unit 9, Sport. Exercise 3. Listen. Tick the sports you hear.
 Woman: How long have you been playing tennis?
 Man: I only started when I was seventeen. Before that I loved playing football.
 Woman: Do you do any other sports?
 Man: Yes, I always go swimming in the summer and I sometimes play basketball with my friends at weekends.

Play the cassette or read the dialogue again, pausing for students to tick the sports they hear. Ask the students to name the sports.

Answers

- 1 tennis
- 2 football
- 3 swimming
- 4 basketball

- 9.5 In pairs, students speak about sports. To prompt them, display the sports flashcards. Select pairs to say a dialogue.

Extension activity

Students write a paragraph about the sports they like/don't like and the sports they can/can't do.

- 9.6 Give students time to look at the table. Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 9, Exercise 6. Listen. Tick the sports each person can do. Put a cross next to the ones they can't.
 Naïma: I'm Naïma. I can play tennis and table tennis, but I can't play basketball or football.
 Nora: I'm Nora. I can also play tennis and table tennis. Naïma and I often play together. I can also play basketball. I usually play with Karim. I can't play football.
 Karim: I can play basketball. Nora and I play together. I can also play tennis and football, but I can't play table tennis.
 Jamal: I'm really good at sports. I can play everything.

Play the cassette or read the text again, pausing for the students to complete the table.

Answers

	Tennis	Basketball	Table tennis	Football
Naïma	✓	×	✓	×
Karim	✓	✓	×	✓
Jamal	✓	✓	✓	✓
Nora	✓	✓	✓	×

- 9.7 In pairs, students practise using the information from the table. Select individual students to make a statement about the table.

Remember!

Students should learn the structures presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 I can swim but I can't dive.
- 2 I can eat but I can't cook.

- 3 I can ride a bicycle but I can't ride a horse.
- 4 I can drive a car but I can't fly an aeroplane.
- 5 I can draw but I can't paint.

Student's Book page 66

New objective: to use *must* and *mustn't* to express obligation

- 9.8 Introduce *must/mustn't*. With the help of the students, write a few school rules on the board, e.g., *You mustn't eat in class. You must be quiet in the library.*
Give students time to look at the pictures and read the text.
Read the text. Students listen. In pairs, they practise reading the text.
Select pairs to read to the class.
- 9.9 Give students time to look at the signs and complete the sentences.
Ask individual students to read a completed sentence.

Answers

- 1 You **mustn't wear** shoes in the pool area.
 - 2 You **mustn't eat** in the swimming pool.
 - 3 You **must wear** a helmet when riding a bicycle.
- 9.10 Give students time to prepare the exercise without writing.
Ask individual students to read a sentence.
Students write the paragraph.
Ask individual students to read a completed sentence.

Answers

*Jawad wants to be a professional tennis player. He **must be** fit and strong. He **must practise** every day to improve his skills. He **must learn** to control the ball. He **must follow** a healthy diet. He **mustn't eat** unhealthy foods. He **must go** to bed early. He **mustn't stay** up too late.*

- 9.11 Ask individual students to read a sentence. Ask students for more suggestions. Write them on the board. Then students write a list of things they *must* and *mustn't* do. Select individual students to read a sentence from their list.

Student's Book page 67

New objective: to identify the difference between *can* (ability) and *must* (obligation)

- 9.12 Give students time to read the incomplete sentences.
Play the cassette or read the text. Students listen.

Tapescript

- Narrator:** Unit 9, Exercise 12. Listen to Philip and complete the sentences. Tick the correct answers.
- Philip:** I usually play football every day. I can't play today because it's raining. I am training for the school team so I must practise hard. I sometimes play with my sister but she isn't very good. She can't kick the ball very well. I must find a better partner. I never eat junk food. I always eat healthy food because I must stay fit if I'm to get into the team.

Play the cassette or read the text again, pausing for students to write the words in the sentences.
Play the cassette or read the text one more time for the students to check their answers. Select individual students to read a completed sentence.

Answers

- 1 b Philip usually plays football every day.
 - 2 b He can't play today because it's raining.
 - 3 b Philip must practise hard.
 - 4 c Philip's sister can't play football well.
 - 5 c Philip never eats junk food.
- 9.13 Give students time to read the dialogue silently.
Then read the dialogue to them or ask one pair to read to the rest of the class.
In pairs, students practise the dialogue. Select pairs to read it to the class.

Remember!

Students should learn the structures presented in the box.

Extension activity

Students write a paragraph about Abdellatif.
Select individual students to read their paragraph.
Or: Use the model answer as a dictation exercise.

Model answer

Abdellatif usually plays tennis every day. He must practise every day to improve and stay fit. He likes tennis because he's good at it. He can play well. He mustn't play for two weeks because he's hurt his arm. He must only eat healthy food. He mustn't eat unhealthy food. He likes eating unhealthy food, but he can't play tennis if he's too fat.

Pronunciation: diphthong **au** as in **now**

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 9, pronunciation practice. Diphthong **au** as in **now**. Listen and repeat.

How are you now?

I'm fine now.

The farmer now has a brown cow.

Play the cassette or read the text again.
Students repeat.

Student's Book page 68

Do you know about ... sporting adventures?

Give students time to look at the pictures and read the sentences.

Ask *How many golf courses are there in Morocco? Where can you go skiing? Do you go skiing? What is the Paris-Dakar rally?*

Project: Sport

Working in groups, students prepare an itinerary for an adventure holiday in the Atlas Mountains. They make a list of clothing and equipment they need. They list possible sporting activities and illustrate the itinerary. Display the itineraries in the classroom.

10 Holidays

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	identifying specific information about a holiday from a spoken text
	Reading	identifying specific information about a holiday from a written text
Presentational communication	Writing / speaking	presenting the holiday you have planned for you and your family to an audience of listeners or readers
	Speaking	speaking clearly about your future holiday
	Speaking	speaking clearly about the weather
	Writing	writing a short text about your future holiday

Unit title	Structures	Functions	Skills	Useful preparation
Holidays	Expressing dates <i>going to;</i> <i>would like</i>	Talking about future plans and the weather	Listening and reading for specific information Asking and responding to questions Writing a paragraph based on notes Speaking Pronunciation	Make word flashcards of the seasons and months. Make picture and word flashcards of the weather expressions
PRODUCTIVE VOCABULARY months seasons dates seaside crowds hotel beach climb sunny raining cold windy foggy cloudy snowing				

Student's Book page 69

Unit introduction

Ask students to comment on the pictures on the opening page of the unit. Point and ask questions e.g., *What's this? Which country is this? Would you like to visit this country? Why?*

Student's Book page 70

New objectives: to introduce vocabulary related to months and seasons
to read and answer questions about different holidays

10.1 Read the months. Use flashcards to practise them. Read the dates. Students match them with the figures.

Say a date in figures and ask individual students to say it in words. Ask *What is today's date?*
What is your date of birth?

Answers

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

10.2 Introduce the seasons using flashcards. Students look at the pictures and write the three

months of each season under the picture. Ask
What are the spring months? etc. What month is it now? What season is it now?

Answers

Spring: March, April, May

Summer: June, July, August

Autumn: September, October, November

Winter: December, January, February

- 10.3 Give students time to read the passage silently. Ask individual students to read a paragraph. Clarify any difficult vocabulary.

Student's Book page 71

New objective: to talk about future plans using *going to*

- 10.4 Read the *true* or *false* statements. Students tick the true statements. Check the answers. Ask individual students to correct the false statements.

Answers

- 1 True.
- 2 False. He usually goes in January or February.
- 3 False. Mr and Mrs Ibrahim like the countryside in spring.
- 4 True.
- 5 The Aouita family go to the seaside in summer.
- 6 False. They like swimming.
- 7 False. Grandpa and Grandma don't like crowds.
- 8 True.

- 10.5 Introduce *going to* referring to the immediate future. Write an example on the board e.g., *I am going to have a holiday.* Ask students to complete the second sentence e.g., *You are going to stay in a hotel.* Ask students to suggest completions for the rest e.g., *He is going to visit Spain. We are going to book a hotel. They are going to see Granada.* Write the examples on the board. Play the cassette or read the text. Students follow in their books.

Tapescript

Narrator: Unit 10, Holidays. Exercise 5. Listen and

read.

Latifa: Daddy, are we going to have a holiday this year?

Father: Of course we are, Latifa. We always have a holiday in summer.

Latifa: Where are we going to go this year?

Noureddine: We're going to stay on Grandpa's farm, aren't we? We always stay with Grandpa in August.

Father: No, Noureddine, we're not going to visit Grandpa this year. He's going to come on holiday with us. We're all going to fly to Spain. We're going to book a hotel and stay by the sea.

Play the cassette or read the text again.

Individual students repeat.

Select groups of three students to read the dialogue.

- 10.6 Give students time to prepare the sentences without writing. Ask individual students to say a sentence. Students write the sentences. Select individual students to read a completed sentence.

Answers

- 1 The Rakib family **are going to have** a summer holiday.
 - 2 They **are going to go** to Spain this year.
 - 3 They **are going to book** a hotel.
 - 4 They **are not going to visit** Grandpa's farm.
 - 5 Grandpa **is going to go** with them.
 - 6 They **are going to stay** by the sea.
- 10.7 Students complete the dialogue. Ask students to practise saying the dialogue in pairs. Ask several pairs to read the completed dialogue to the class.

Answers

Are we going to go by aeroplane?

Yes, we are going to fly over the mountains.

We **are going to see** lots of beautiful sites.

Yes, and we **are going to swim** in the sea every day.

We **are going to eat** lots of good Spanish food.

And we **are going to have** ice cream every day.

Student's Book page 72

New objective: to consolidate the use of the target structure (*going to*) through descriptions of holiday plans

10.8 Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 10, Exercise 8. Listen. Match the people with the holidays. Write the names under the pictures.

Narrator: Ben, where are you going to go this summer?

Ben: I'm going to fly to Morocco. I'm going to visit my friend, Redouane.

Narrator: Nadia, are you going to have a holiday this year?

Nadia: Yes, my family and I are going to go to Spain. We're going to stay in a hotel on the beach.

Narrator: Mehdi, where are you going to go?

Mehdi: We're not going to have a summer holiday this year. Instead, we're going to go away in December. We're going to go skiing in France.

Narrator: And Aziza, where are you going to go?

Aziza: My family and I are going to stay in Morocco, but we're going to rent a house by the sea.

Play the cassette or read the text again, pausing for students to match the people with the holidays. Play the cassette or read the text one more time to let students check their work.

Answers

Picture 1 Mehdi

Picture 2 Nadia

Picture 3 Aziza

Picture 4 Ben

10.9 Give students time to read the true/false statements. Play the cassette or read the text for exercise 10.8 again. Students listen.

Play the cassette or read the text again, pausing for students to answer the questions.

Check the answers and ask individual students to correct the false statements.

Answers

1 True.

2 True.

- 3 False. Nadia is going to stay in a hotel on the beach.
- 4 False. Mehdi is not going to have a summer holiday this year (but he will have a winter holiday).
- 5 True.
- 6 False. Aziza and her family are going to stay in Morocco.
- 7 False. They are going to stay in a house by the sea.

10.10 Pairs practise the dialogue. Select pairs to read the dialogue. Then ask students to imagine a holiday they would like to take. They can complete a table:

Month – Destination – Accommodation – Activities.

Students then practise with a partner. To guide them, write the following list of questions on the board:

Which month are you going to go on holiday?

Where are you going to go?

Where are you going to stay?

What are you going to do?

Select pairs to say their dialogue.

Extension activity

Students write a paragraph about their ideas for a good holiday.

10.11 Give students time to look at the photos and read the notes.

Select individual students to read the paragraph about London. Ask volunteers to say a similar paragraph about Paris, Cairo and Fez. (Note: the London Eye is a large fairground wheel from which visitors can see all over London.)

Students write one of the three paragraphs. Select individual students to read them.

Suggested answers

I'm going to go to France. I'm going to stay in Paris. I'm going to climb the Eiffel Tower and I'm going to eat snails.

I'm going to go to Egypt. I'm going to stay in Cairo. I'm going to sail up the Nile and I'm going to visit the pyramids.

I'm going to go to Morocco. I'm going to stay in Fez. I'm going to see the Karaouiyine mosque and I'm going to go shopping in the souk.

Remember!

Students should learn the structures presented in the box.

Dictation Read the following sentences for students to

write in their exercise books.

- 1 I'm going to go to Cairo in September.
- 2 My parents are going to come with me.
- 3 We are going to stay in a hotel near the Nile.
- 4 We are going to visit the pyramids.
- 5 Then we are going to go up the Nile by boat.

Student's Book page 73

New objectives: to identify and use different adjectives related to the weather

to practise the use of the target vocabulary items by transferring information from a chart

to ask and answer questions about the weather using time markers

- 10.12** Use flashcards to introduce the weather expressions. Hold the flashcards up in turn and ask *What's the weather like?* Then ask about the local weather *What's the weather like today?* Students match the sentences and the pictures.

Answers

It's sunny.

It's raining.

It's cold.

It's windy.

It's foggy.

It's cloudy.

It's snowing.

- 10.13** Before students practise in pairs, ask a few questions about the listings e.g., *What's the weather like in Cairo?* to elicit *It's hot and sunny.* Ask individual students questions.

- 10.14** Introduce the time structures presented in the box. Read the sentences. Students follow in their books. Students match the activities with the people. Ask the questions. Students answer for the people.

Answers

Marwan: *It's sunny and warm, so I'm going to go to the beach.*

Jack: *It's snowing so I'm going to take some photographs.*

Amine: *I'm going to fly my kite because it's windy.*

Jamal: *It's cold and wet, so I'm going to stay at home and watch television.*

Pronunciation: diphthong **ɔɪ** as in boy

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 10, pronunciation practice. Diphthong **ɔɪ** as in boy. Listen and repeat.

The boys have got loud voices.

They shout with joy.

Play the cassette or read the text again. Students repeat.

Student's Book page 74

Do you know about ... holiday destinations?

Students look at the pictures and read the text silently. Ask questions e.g., *How many tourists visit Morocco each year?*

What are the most popular tourist attractions?

Ask students whether they have seen any of the attractions listed. If so, what did they think of them, and if not, would they like to visit them?

Project: Holidays

Students plan their holiday following the guidelines. Students make notes and then write a paragraph. Select individual students to read their paragraph.

Student's Book pages 75–76

Review 5

The students should write the answers *in full* in their exercise books. Allow sufficient time for students to complete the review.

Play the cassette or read the text for Exercise 1.

Tapescript

Narrator: Review 5, Exercise 1. Listen. Look at the diaries and say what the people are going to do and when.

Narrator: Mohamed is going to visit his grandparents on the twenty-second of March.
Marwan is going to play football on the

third of October.

Naïma is going to go shopping on the nineteenth of July.

Abdelaziz is going to go swimming on the twelfth of September.

Latifa and Aziza are going to fly to Rabat on the seventeenth of December.

Mr and Mrs Tazi are going to book a hotel on the eleventh of February.

Play the cassette or read the text again. Students complete the answers, then continue with the rest of the review unit.

Correct the answers and give a score out of fifty.

Answers

1 (10 points)

- 1 **Mohamed is going to visit his grandparents on the twenty-second of March.**
- 2 **Marwan is going to play football on the third of October.**
- 3 **Naïma is going to go shopping on the nineteenth of July.**
- 4 **Abdelaziz is going to go swimming on the twelfth of September.**
- 5 **Latifa and Aziza are going to fly to Rabat on the seventeenth of December.**
- 6 **Mr and Mrs Tazi are going to book a hotel on the eleventh of February.**

2 (10 points)

- 1 **swimming**
- 2 **cycling**
- 3 **hockey**
- 4 **table tennis**
- 5 **badminton**
- 6 **tennis**
- 7 **football**
- 8 **hockey**
- 9 **basketball**
- 10 **skiing**

3 (10 points)

- | | | |
|---|--------------------------------|------------------------|
| 1 | Do you like running? | Yes, I do. |
| 2 | Does he like badminton? | No, he doesn't. |
| 3 | Do you like tennis? | No, I don't. |
| 4 | Do you like football? | Yes, I do. |
| 5 | Do you like skiing? | Yes, I do. |
| 6 | Do we like walking? | No, we don't. |

4 (10 points)

- | | | |
|---|----------------------|------------------------|
| 1 | It's raining. | No, we can't. |
| 2 | It's cloudy. | Yes, we can. |
| 3 | It's sunny. | Yes, he can. |
| 4 | It's foggy. | No, they can't. |
| 5 | It's snowing. | No, I/we can't. |
| 6 | It's windy. | Yes, I/we can. |

5 (6 points)

- 1 **can't**
- 2 **mustn't**
- 3 **must**
- 4 **can't**
- 5 **can't**
- 6 **can't**

6 (4 points)

Students' own answers.

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Reading	identifying the main idea(s) and supporting details in a text about health
	Reading / listening	identifying the uses of <i>should/ shouldn't</i> in a warning notice/text
	Reading	identifying referents in a written text
Presentational communication	Speaking	speaking appropriately about how you should keep healthy
	Writing	writing a letter asking for advice about a personal problem
	Writing / speaking	presenting a leaflet about the sources of water to an audience of readers

Unit title	Structures	Functions	Skills	Useful preparation
You and your health	<i>must/mustn't;</i> <i>should/</i> <i>shouldn't</i> object pronouns; <i>this/these</i> <i>that/those</i>	Asking for and giving advice Obligation	Listening and reading for specific information Asking and answering questions Writing letters. Reference Speaking Pronunciation	Find out the origin of the water coming to the school and its treatment.
PRODUCTIVE VOCABULARY happy safe lonely shy clean fire accident socket burn matches knives boil medicines disease filter				

Student's Book page 77

Unit introduction

Ask students to comment on the photographs. Ask leading questions, e.g., *What are the people doing in the gym? What fruit and vegetables can you see? Why is clean drinking water important for your health?*

Student's Book page 78

New objective: to use *should* and *shouldn't* to offer advice and to reflect on how they are used

11.1 Introduce *should/shouldn't*. Write the following phrases on the board and ask students whether they *should* or *shouldn't* do these things: *eat*

healthy food; eat junk food; run in school; drop litter; stay up late; get up early; run across a road; play sports; exercise every day. Ask individual students to say a sentence, e.g., *You should eat healthy food. You shouldn't eat junk food.*

Give students time to read the first text *Health* silently.

Ask individual students to read a paragraph to the class.

Ask individual students *What should you have to be healthy?*

(You should have a safe home, healthy food, clothes and shoes and clean water.)

Do all people have these things?

(No. Millions live in the streets, are hungry and

don't have good clothes or shoes.)

Ask students to read *A safe home* silently. Ask individual students to read a paragraph to the class.

Elicit or point out that the plural of *knife* is *knives*.

Ask individual students *Where do many accidents happen? (In the home.)*

Why shouldn't you overload sockets? (Electricity is dangerous. You can start a fire.)

What can fires and boiling water do? (They can burn you.)

What shouldn't you do? (You shouldn't let children play with matches.)

What can sharp knives do? (They can cut you.)

What shouldn't you do? (You shouldn't leave them out.)

Ask individual students to read a paragraph (both texts).

- 11.2** Ask the question *What other things should you do to be healthy?*

Write students' suggestions on the board.

Then ask *What other things shouldn't you do in your home?*

Write students' suggestions on the board.

In pairs, students continue the discussion.

- 11.3** Students prepare the sentences without writing.

Ask individual students to say a sentence.

Students write the sentences.

Ask individual students to read a completed sentence.

Answers

- 1 *You **should** drink clean water.*
- 2 *You **shouldn't** leave boiling pans of water unattended.*
- 3 *You **shouldn't** leave your front door open when you go out.*
- 4 *You **should** make sure that your house is clean.*

Student's Book page 79

New objective: contrast the use of *this/that/these/those*

- 11.4** Students look at the picture of junk food. Ask them to identify the foods.

Students read the text silently. Ask individual students to read a paragraph.

Ask individual students *What shouldn't you eat if you want to be healthy? (You should eat fruit and vegetables. You shouldn't eat junk food.)*

Why does junk food taste so good? (It contains a lot of salt, fat and sugar.)

What should you eat to be healthy?

(You should eat a balanced diet. You should eat fresh fruit and vegetables.)

- 11.5** In pairs, students discuss where to place the foods and then complete the table.
Ask *What should you have? (milk, vegetables, fish)*
What shouldn't you have? (soft drinks, french fries, chocolate cake)
- 11.6** Give students time to read the paragraph without writing.

Play the cassette or read the text. Students listen.

Tapescript

Narrator: *Unit 11, You and your health. Exercise 6. Listen and complete this article with should or shouldn't.*

Boy: *You should have water but you shouldn't drink dirty water. Dirty water can make you very sick. Every year, thousands of children die from waterborne diseases. We shouldn't let this happen. What should you do to have clean water? You should filter it and you should boil it.*

Play the cassette or read the text again, pausing for students to write.

Play the cassette or read the text one more time for students to check their work.

Select individual students to say a sentence.

- 11.7** Ask the questions. They are quite open ended. Students write their answers. Ask individual students the questions.

Suggested answers

- 1 *You should drink clean water because dirty water can make you sick.*
- 2 *You should filter and boil water because dirty water can make you sick.*
- 3 *You shouldn't eat too much junk food because it can make you fat.*
- 4 *You should make sure your house is safe because many accidents happen in the home.*

- 11.8** Review *this/that, these/those*. Demonstrate that *this/these* are used to describe objects which are near and *that/those* are used to describe objects

which are far. Hold up objects for *this* and *these*. Point to objects for *that* and *those*, e.g., *This book is red. That book is green. These pens are black. Those pens are blue.*

Give students time to look at the illustrations and read the sentences.

Ask individual students to read the speech bubbles.

Give students time to prepare the sentences without writing.

Ask individual students to say a pair of sentences.

Students write the sentences. Ask individual students to read a pair of completed sentences.

Answers

- 1 *These bananas are fresh. Those bananas are old.*
- 2 *These olives are black. Those olives are green.*
- 3 *This cake is unhealthy. That cake is also unhealthy!*

Student's Book page 80

New objective: to practise letter-writing with the purpose of asking for and giving advice

11.9 Give students time to read the letters and the answers silently.

Select pairs to read a letter and the answer.

11.10 Hold a class discussion.

What is Aziza's problem? Write the students' answers on the board.

Suggested answers

She is suffering from acne. She doesn't know what to do about it.

What should she do?

Suggested answers

She should wash her face with soap and water.

She shouldn't put face creams on her spots.

She should eat a healthy, balanced diet.

She shouldn't eat junk food.

She should exercise regularly.

She should sweat every day.

She should go jogging or play tennis.

What is Jamal's problem?

Suggested answers

He is very shy.

He finds it difficult to make friends.

He is worried that people in his new school won't like him and he'll be lonely.

What should he do?

Suggested answers

He should try to talk to new people.

He should start a conversation with someone.

He shouldn't think that he is the only shy person in the school.

He should join a club where they all have a common interest.

11.11 Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 11, Exercise 11. Listen. Are these sentences true or false?

Tom: Dear Aunt Agony, I hate maths. I can't understand it. I must study for a test but I don't want to. My brother is good at maths but I'm not. What should I do? Tom.

Aunt Agony: Dear Tom, Take my advice and you should pass your maths test. You should talk to your maths teacher. You should ask your brother for help. You should study maths more often. Good luck with your test. Aunt Agony.

Play the cassette or read the text again, pausing for students to answer the questions. Read the statements and ask individual students to correct the false statements.

Answers

1 False.

2 True.

3 True.

4 True.

5 False.

- 11.12 Discuss the kind of problems which students might consult Aunt Agony about. Ask students to write a letter about a problem. They then exchange books with a partner and write an answer to their partner's letter. Select pairs to read a letter and the answer.

Student's Book page 81

New objective: to identify and use different object pronouns

- 11.13 Give students time to read the article silently. Then read the article to the students or ask an individual student to read it to the class. Ask the questions.

Answers

- 1 *me* refers to (a) Aunt Agony
- 2 *them* refers to (a) people who write letters to Aunt Agony
- 3 *her* refers to (b) Aziza
- 4 *it* refers to (b) acne

- 11.14 Students underline the rest of the object pronouns and decide what they refer to. Ask students to identify the object pronouns and say what they refer to.

Answers

me (lines 1, 2) refers to Aunt Agony
us (line 2) refers to people in general
you (lines 2, 3) refers to the writer of a letter

- 11.15 Write the object pronouns on the board *me, you, him, her, it, us, them*. Give students time to prepare the exercise without writing. Ask individual students to say a sentence. Students write the paragraph. Ask individual students to read a completed sentence.

Answers

I am writing a letter to Aunt Agony. I am going to ask her about smoking. My brother is only sixteen but he smokes. I tell him that it is harming him but he doesn't listen to me.

My mother and I complain that the smoke is harming us too. We hate it. Passive smoking can harm you. Millions of people smoke and it makes them ill. Cancer and heart disease kill them. Smoking is a terrible habit. Don't do it!

Remember!

Students should learn the structures presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 To be healthy, you should follow a healthy diet.
- 2 You should eat fresh fruit and vegetables.
- 3 You shouldn't eat junk food.
- 4 To keep fit you should exercise every day.
- 5 You should sweat at least once a day.

Pronunciation: diphthong *ɪə* as in *here*

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 11, pronunciation practice. Diphthong *ɪə* as in *here*. Listen and repeat.
I come here every year.
Be sincere and persevere.
Is that clear?

Student's Book page 82

Do you know about ... water?

Read the facts listed. Discuss the pictures and ask the following questions:

What percentage of people don't have fresh, clean water?

Does the amount of water on the earth stay the same?

How much of your brain is water?

How long can you live without food/water?

Project: You and your health

Students study the picture showing the water cycle. Discuss the origin of the water used by the students. Ask them to talk about their water supply. Guided by the questions, students make notes and then write about where their water comes from.

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Cross-cultural communication	Speaking / reading	comparing local celebrations with those of other countries
Presentational communication	Writing	presenting a short text about your favourite celebration
	Writing	presenting captions about a journey
	Writing / speaking	presenting a poster about a celebration or festival to an audience of listeners or readers
Interpretative communication	Listening / reading	identifying specific information from a spoken/written text about a celebration
Interpersonal communication	Listening / speaking	asking and answering questions about a famous person

Unit title

Celebrations

Structures

Simple past (*to be; regular verbs*)
Possessive adjectives

Functions

Talking about the past

Skills

Listening and reading for specific information.
Asking and answering questions.
Writing paragraphs

Useful preparation

Make word flashcards for: *was, were, wanted, dressed, played, danced, returned, visited, drank, stayed, decorated, had, received, fasted, broke, went, stayed, got, told, reached, lost, travelled*

PRODUCTIVE VOCABULARY

wedding happy presents band dancing exciting enjoyable excellent feast
bride groom boring ceremony festival decorate fast break

Student's Book page 83

Unit introduction

Discuss the pictures on the opening page of the unit. Ask students what is happening in each picture. Have students experienced these celebrations themselves?

Student's Book page 84

New objective: to use different forms of the verb *to be* in the simple past

12.1 Play the cassette or read the rhyme. Students listen.

Tapescript

Narrator: Unit 12, Celebrations. Exercise 1. Listen. Do you know how many days there are in each month? Say this rhyme.

Woman: Thirty days have September, April, June and November.
All the rest have thirty-one,
Except for February alone,
Which has twenty-eight days clear,
But twenty-nine in each leap year.

Play the cassette or read the rhyme again. Ask students to read at the same time.

Ask a few questions, e.g., How many days are there in November/March/February?

Read the rhyme together.

12.2 Read the dates. Ask individual students to read them.

Students write the dates in figures. Write the answers on the board.

Answers

- | | | |
|---|---------------------|----------|
| 1 | 2nd March, 2004 | 2.3.04 |
| 2 | 5th July, 2005 | 5.7.05 |
| 3 | 12th November, 2003 | 12.11.03 |
| 4 | 21st May, 2006 | 21.5.06 |
| 5 | 17th August, 1998 | 17.8.98 |
| 6 | 3rd January, 1924 | 3.1.24 |

12.3 Discuss what happens at a Moroccan wedding. Ask individual students to talk about a wedding they have attended. Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 12, Exercise 3. Listen to Nora. Then answer the questions.

Nora: November the second was a happy day. It was my aunt Selma's wedding day. The wedding took three days. The first day, October the thirty-first, was for the women. The second day, the first of November, was for the men. The third day was for the wedding. I was there on the third day. The bride and groom were very happy. There was a lot of food, including lots of tea and cakes. There were lots of presents. There was a Moroccan band for the dancing. The music was very exciting. The dancing was very enjoyable. The wedding feast was excellent.

Students read the questions.

Play the cassette or read the text again, pausing to ask individual students the questions.

Answers

- 1 November the second.
- 2 October the thirty-first.
- 3 The first of November.

4 On the third day.

5 There were lots of presents.

6 Tea and cakes.

7 Yes, there was.

8 It was very exciting.

12.4 Give students time to prepare the exercise without writing. Ask individual students to say a sentence. Students then complete the sentences. Check the answers with the class.

Answers

- 1 Nora **was** very excited at her aunt's wedding.
- 2 All the guests **were** very happy.
- 3 There **was** a lot of food at the wedding.
- 4 The music **was** very exciting.
- 5 The band **was** good.
- 6 There **were** lots of presents for the bride and groom.

Student's Book page 85

New objectives: to recognise and use vocabulary related to celebrations

to introduce and use simple past of regular verbs, highlighting the use of auxiliary *did*

to draw awareness to, and foster respect for, other cultures

to reflect on and use possessive adjectives

12.5 Read the examples of verbs in the simple past tense. Ask individual students to make a complete sentence with the verbs. Write the sentences on the board. E.g., *I watched a football match yesterday. You danced at the wedding. She listened to the band. We played tennis yesterday. They walked to the market yesterday.* Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 12, Exercise 5. Listen to Marwan and complete the sentences. Use the verbs in the box, but remember to put them into the past tense.

Marwan: I attended my aunt's wedding last Saturday. It was November the second and the day

of the football cup final. I wanted to go to the match, but I attended the wedding instead. I was unhappy about that. I dressed in my best suit and behaved very well but it was very boring. After the ceremony, we attended a big feast. They served a lot of food and it was quite good. A band played some good music and the guests danced a lot. It was quite fun, but I still wanted to be at the football match.

Give students time to read the incomplete sentences. Ask students to give you the simple past of the six verbs *danced*, *behaved*, *attended*, *wanted*, *played*, *dressed*.

Play the cassette or read the text again, pausing for students to write the verbs. Play the cassette or read the text to let students check their answers. Ask individual students to read a sentence.

Answers

- 1 Last Saturday, Marwan **attended** his aunt's wedding.
- 2 Marwan **wanted** to go to the football match instead.
- 3 Marwan **dressed** in his best suit.
- 4 He **behaved** very well.
- 5 Marwan thought that the band **played** some good music.

- 12.6 Give students time to read the text silently. Answer any questions they may have and check any difficult vocabulary.

Select individual students to read a paragraph.

Ask questions after each paragraph, e.g.,

Where does Jamal live? Where did he return to last September? What did he visit? How many people were there? What did they drink? What did they do at the market?

What is Susan's favourite festival? Who did she stay with last year?

What did they decorate? What did they have for Christmas lunch?

What was under the tree? What did Susan receive?

What did Samir do last Ramadan? Who did he break his fast with?

What did he wear? Where did they sometimes go?

What did they have? How long did they stay at the mosque?

Select further individual students to read a paragraph.

Student's Book page 86

New objective: to use possessive adjectives

- 12.7 Read the paragraph about the henna ceremony. Students can use it as a model for their paragraph about their favourite celebration. Select individual students to read their paragraph.

- 12.8 Read and explain the possessive adjectives. Read the sentences to the students adding your favourite celebration. Select individual students to read the sentences and complete the last one.

- 12.9 Give students time to prepare the exercise without writing. Ask individual students to say a sentence. Students write the sentences. Select individual students to read a completed sentence.

Answers

*My name is Bob. I'm English. **My** favourite celebration is **my** birthday. That's when **my** relatives gather for a party. I always look forward to opening **my** presents.*

*Pedro is Spanish. **His** favourite celebration is rather strange. He likes to go to Valencia for a celebration called La Tomatina. He likes to throw tomatoes at **his** friends. After the celebration, **his** clothes are red with tomato juice.*

***My** friend Leila is Moroccan. **Her** favourite celebration is a wedding. She likes to wear **her** traditional dress for weddings.*

*During Easter Week, Mexico decorates **its** streets with flower petals and **its** people go in procession. Easter Week is **its** favourite time of the year.*

*Salim and his family say that Ramadan is **their** favourite time. They eat **their** favourite foods. They are very good for **their** health!*

*Do you have a favourite celebration? What is **your** favourite celebration?*

Student's Book page 87

New objective: to ask and answer questions about a text in the simple past

- 12.10** Ask students to tell you what they know about Ibn Battuta.
Give students time to read the passage silently. Ask individual students to read a paragraph. Ask questions, e.g.,
When was Ibn Battuta born? (1303)
Where was he born? (Tangier)
What year did he decide to make the pilgrimage to Mecca? (1325)
What did he see in Alexandria? (The lighthouse)
Where did he decide to go? (China)
Who asked him to take a gift to the Emperor of China? (The Sultan of Delhi)
What happened to the gift? (Ibn Battuta lost it.)
Did Ibn Battuta meet the Emperor? (No, he didn't)

- 12.11** In pairs, students ask and answer questions about the passage. Then let individual students ask the class a question.

- 12.12** Give students time to look at the pictures, read the story of Ibn Battuta again, and write suitable captions under the pictures. Ask individual students to read the captions.

Suggested answers

- 1 *In 1325, Ibn Battuta left Tunis with a caravan.*
- 2 *In Alexandria, he saw the tall lighthouse.*
- 3 *Before Ibn Battuta could board the ship, a storm drove it out to sea.*

Extension activity

Use flashcards to review the simple past of verbs *was, were, wanted, dressed, played, danced, returned, visited, drank, stayed, decorated, had, received, fasted, broke, went, stayed, got, told, reached, lost, travelled.*

Write time markers on the board, e.g., *yesterday, last week, last year.*

Hold up the flashcards in turn and ask volunteers to think of a sentence using a time marker and the verb.

Dictation Read the following sentences for students to write in their exercise books.

- 1 I went to a wedding last month.
- 2 We all dressed in traditional clothes.
- 3 A band played. The music was exciting.
- 4 The guests danced. We drank tea and had a feast.

- 5 It was very enjoyable.

Pronunciation: diphthong *eə* as in *there*
Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 12, pronunciation practice. Diphthong *eə* as in *there*. Listen and repeat.
There are thirty days in September.
Where is the happy pair?
What did you wear at the wedding?

Play the cassette or read the text again.
Students repeat.

Student's Book page 88

Do you know about ... Moroccan festivals?

Ask students to comment on the pictures. Read the statements and ask whether any of the students have any personal experience of the festivals. If not, ask them what they think might happen during the festivals.

Project: Celebrations

Working in groups, students choose a festival and make notes following the guidelines. They then add their information to the poster. Display the posters in the classroom.

Student's Book pages 89–90

Review 6

The students should write the answers in *full* in their exercise books. Allow sufficient time for students to complete the review.
Play the cassette or read the text for Exercise 1.

Tapescript

Narrator: Review 6, Exercise 1. Listen. Complete these sentences using the past tense.

Simon: *Dear Mohamed*
We went to Morocco for our holiday. We flew to Rabat. We stayed for two weeks in a hotel. My mother wanted to visit the Oudaya Gardens. We also walked through the streets of the Medina. We saw Hassan Tower. We ate delicious food and my

father and I watched a football match at the Moulay Abdellah stadium. I really enjoyed the game. We had a great holiday.
From, Simon

Play the cassette or read the text again. Students complete the answers, then continue with the rest of the review unit.

Correct the answers and give a score out of fifty.

Answers

1 (10 points)

Dear Mohamed

We **went** to Morocco for our holiday. We **flew** to Rabat. We **stayed** for two weeks in a hotel. My mother **wanted** to visit the Oudaya Gardens. We also **walked** through the streets of the Medina. We **saw** Hassan Tower. We **ate** delicious food and my father and I **watched** a football match at the Moulay Abdellah stadium. I really **enjoyed** the game. We **had** a great holiday.

From, Simon

2 (8 points)

- 1 shouldn't
- 2 should
- 3 shouldn't
- 4 should
- 5 should
- 6 should
- 7 should
- 8 shouldn't

3 (6 points)

I am a doctor. Many people come to see **me**. I give **them** advice. When I see a fat man, I tell **him** to lose weight. When I see a girl with a skin problem, I tell **her** to eat a healthy diet. Exercise is good for **me**; it's good for **you**, too. Exercise is good for **us** all.

4 (6 points)

- 1 My
- 2 our

- 3 their
- 4 her
- 5 their
- 6 your

5 (10 points)

- 1 was
- 2 were
- 3 was
- 4 was, was
- 5 were
- 6 was, were
- 7 was, was

6 (10 points)

- 1 this, that
- 2 these, those
- 3 this, that
- 4 this, that
- 5 this, that
- 6 these, those

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Presentational communication	Writing / speaking	presenting ways of protecting the environment and information about recycling to an audience of readers through a poster to hang on your school notice board
	Speaking	speaking clearly about poor environmental practices
Interpretative communication	Listening / reading	responding appropriately to spoken and written texts about the environment

Unit title	Structures	Functions	Skills	Useful preparation
The environment	Simple past (irregular verbs) <i>too much/many,</i> <i>a lot of, enough,</i> <i>more/less/fewer</i>	Talking about the past Obligation Prohibition	Listening and reading for specific information. Asking and answering questions. Note taking. Paragraph writing. Pronunciation	Make word flashcards for the simple past of the verbs <i>made, walked, was, were, decided, bought, went collected, sold, gave</i>
PRODUCTIVE VOCABULARY				
pollution litter paper plastic metal rubbish protect waste electricity oil gas buy sell give recycle packaging power air breathe				

Student's Book page 91

Unit introduction

Discuss the pictures on the opening page of the unit. Ask students to tell the class what is wrong in the pictures. What kind of pollution do they show: land, water or air?

Student's Book page 92

New objectives: to recognise and use vocabulary to do with pollution
to raise awareness of environmental issues

- 13.1** Give students time to look at the pictures. Play the cassette or read the text. Students listen and look at the pictures.

Tapescript

Narrator: Unit 13, The environment. Exercise 1. Listen to Maria. Tick the types of pollution she mentions.

Maria: The students in my school are very concerned about the environment. We see all kinds of pollution. There is litter in the streets, such as paper, fast food containers, plastic bags and metal cans. There is rubbish in the rivers and streams. This is mainly old bicycles, supermarket trolleys and plastic bags. Even the sea is polluted with plastic bags, bottles and metal cans. This rubbish is very dangerous for swimmers and fish, of course.

The air we breathe is also polluted. Air pollution is bad for our health. What pollutes the air? It is mainly exhaust fumes from cars, buses and trucks and dust from building sites.

Play the cassette or read the text again. Students tick the types of pollution they hear. Play the cassette or read the text one more time to let students check their answers.

Answers

a, d, e

- 13.2** Give students time to look at the pictures and decide which depict pollution.

Answers

aeroplane, car exhaust, building site.

- 13.3** Give students time to read the article silently. Answer any questions the students may have. Select individual students to read a paragraph.

- 13.4** Students read the article again, tick the true statements and correct the false statements.

Answers

- 1 *False. The students at Ahmed's school are concerned about the environment.*
- 2 *False. The streets are littered with paper, cans and plastic bags.*
- 3 *True.*
- 4 *False. A dripping tap wastes 15 litres of water a day.*
- 5 *False. The government advertisements about saving water are not doing much good.*
- 6 *True.*
- 7 *True.*
- 8 *False. More and more people have air conditioners or heating.*

Student's Book page 93

New objective: to introduce and practise the use of the simple past with irregular verbs

- 13.5** Read the lists of regular and irregular verbs. Use word flashcards to practise the simple past. Hold up a card and ask volunteers to make a sentence

using the verb.

Write some past time markers on the board, e.g., *yesterday, last week, last month, last year*. Ask volunteers to say a sentence using any one of the verbs and a time marker. Write the sentences on the board.

Give students time to read the passage silently.

Select individual students to read a sentence.

Students match the past forms and the infinitives.

Answers

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

- 13.6** Give students time to study the items and think about the correct 'recycling bin' which each item should go in.

Write labels for the bins on the board. Ask students to say what each item is made from. Complete the following table on the board.

Answers

<i>Paper</i>	<i>Glass</i>	<i>Metal</i>	<i>Plastic</i>
<i>cardboard box</i>	<i>jars</i>	<i>soft drink can</i>	<i>bottles</i>
<i>newspaper</i>		<i>fork</i>	<i>crisp packets</i>
		<i>tin can</i>	

Student's Book page 94

New objective: to compare ways of expressing quantity using *a lot/enough/too much/many*

- 13.7** Play the cassette or read the text. Students listen.

Tapescript

Narrator: *Unit 13, Exercise 7. Listen to Abdelaziz's grandfather. Complete the sentences with the correct verbs.*

Grandfather: *When I was young, there was no litter in the streets. When we went shopping, we used bags made from cloth. We did not have plastic bags, so no one littered the streets with them.*

When we travelled, we went by bicycle or donkey. These did not pollute the environment. When we invented cars, pollution in the cities grew worse.

We didn't have electricity in the

countryside, so we lit candles or lanterns when it grew dark. We had plenty of water in my village and no one thought that it would ever run out.

Play the cassette or read the text again, pausing for students to complete the sentences.

Play the cassette or read the text one more time to let students check their answers.

Select individual students to read a completed sentence. Write the missing words on the board.

Answers

When I was young, there **was** no litter in the streets. When we went shopping, we **used** bags **made** from cloth. We did not have plastic bags, so no one **littered** the streets with them.

When we travelled, we **went** by bicycle or donkey. These did not pollute the environment. When we invented cars, pollution in the cities **grew** worse.

We didn't have electricity in the countryside, so we lit candles or lanterns when it grew dark. We **had** plenty of water in my village and no one **thought** that it would ever run out.

- 13.8 Read the words in the presentation box. Point out that *enough* and *a lot of* go with both countable and uncountable nouns, e.g., *We have enough desks. We don't have enough paper. We have a lot of chairs. We have a lot of chalk.*

Point out that *too many* goes with countable nouns and *too much* goes with uncountable nouns, e.g., *There are too many students. They make too much noise.*

Read the sentences to the students. Ask individual students to read a sentence.

- 13.9 Give students time to prepare the sentences without writing. Ask individual students to say a sentence. Students write the sentences. Select individual students to read a completed sentence.

Answers

- 1 a There are **too many** aeroplanes creating noise pollution.
- 2 b In many parts of the world, we are not using **enough** solar power.
- 3 a An average household uses **too much** electricity.
- 4 a We don't recycle **enough** materials.

- 5 a **A lot of** people around the world need to learn more about protecting the environment.

Student's Book page 95

New objective: to compare ways of expressing quantity using *more/less/fewer*

- 13.10 Explain to the students that *more* is used with both countable and uncountable nouns, e.g., *We need more desks. We need more paper.*

Explain that *less* is used with uncountable nouns and *fewer* with countable nouns, e.g., *Use less electricity. Use fewer plastic bags.*

Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 13, Exercise 10. Listen to Naïma.

Naïma: In Morocco we use more and more packaging. We should use less packaging and fewer plastic bags. We have lots of sunshine. We should produce more electricity from solar power. Then we would burn less oil and gas and produce less pollution. We use more and more water. So we should try to waste less water.

Play the cassette or read the text again. Individual students repeat a sentence.

- 13.11 Give students time to read the multiple-choice questions. Play the cassette or read the text one more time. Students listen and answer the questions. Check the answers with the whole class.

Answers

- 1 a **more**
- 2 b **less**
- 3 b **fewer**
- 4 b **less**
- 5 a **more**

- 13.12 In pairs, students should try to spot the environmental problems shown in the picture. Ask students to volunteer statements.

Suggested answers

The air conditioner is wasting water.

*The truck is polluting the air with exhaust fumes.
The woman has too many plastic bags.
The dripping water pipe is wasting water.*

Remember!

Students should learn the structures presented in the box.

Dictation Read the following sentences for students to write in their exercise books.

- 1 We can all help to protect the environment.
- 2 We should waste less water.
- 3 We can pick up litter and put it in the bin.
- 4 We should take a cloth bag when we go shopping.
- 5 We must use fewer plastic bags and less packaging.

Pronunciation: diphthong *ʊə* as in *poor*

Play the cassette or read the text. Students listen.

Tapescript

Narrator: *Unit 13, pronunciation practice. Diphthong *ʊə* as in *poor*. Listen and repeat.*

*Be **sure** to use fewer plastic bags.*

*The **poor** buy fewer goods.*

Play the cassette or read the text again.
Students repeat.

Student's Book page 96

Do you know about ... environmental issues?

Ask students to tell the class which environmental problems the pictures show. Ask them whether they have seen the recycling symbol before. If so, what have they seen it on? Read the facts about Morocco.

Project: The environment

Students make a poster showing environmental problems under the headings *Land*, *Water* and *Air*. They should first make notes and then write up their observations.

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting language related to entertainment
	Listening / speaking	identifying expressions of agreement and disagreement, likes and dislikes, ability and suggestion
Presentational communication	Writing	presenting information about your favourite entertainment to an audience of readers

Unit title	Structures	Functions	Skills	Useful preparation
Entertainment	Present continuous to express future meaning; time markers <i>Yes, I agree</i> <i>No, I disagree</i>	Asking for and giving directions Agreeing and disagreeing Apologizing	Listening and reading for specific information. Asking and answering questions. Writing guided paragraphs. Pronunciation	Make word flashcards to practise present continuous (with future meaning) <i>watching, going, playing, visiting, having, renting, travelling, spending, buying, learning</i>
PRODUCTIVE VOCABULARY spend learn windsurf movie Internet e-mail address website cinema rent video opposite straight ahead next to beside left right take act play				

Student's Book page 97

Unit introduction

Give students time to look at the pictures on the opening page of the unit. Ask them to comment on the pictures. Point and ask *What are they doing? Where are they? What's that?* and so on. Ask students what they like to do for entertainment.

Student's Book page 98

New objective: to identify and use the present continuous to talk about future plans

- 14.1** Introduce and explain the present continuous with future meaning. Give students time to look at the pictures. Point and ask them to comment on the pictures.

Play the cassette or read the text. Students listen and look at the pictures.

Tapescript

- Narrator:** Unit 14, Entertainment. Exercise 1. Listen to Nora, Naïma, Salim and Samir talking about their plans for the summer holidays. Write the names under the correct pictures.
- Naïma:** Hello, Nora. What are you doing during the summer holidays?
- Nora:** Hi Naïma. I'm visiting my grandparents in the countryside. What about you?
- Naïma:** I'm flying to Cairo with my parents. We're visiting friends and seeing the Pyramids. What about you, Salim?

Salim: I'm spending the holidays at home. I don't think we're travelling anywhere. Samir is, though.

Samir: Yes, I'm travelling to the beach at Essaouira. I'm learning how to windsurf.

Sunday a.m: visiting grandparents
p.m:

Student's Book page 99

New objective: to make and respond to suggestions, using *Let's ...* etc

Play the cassette or read the text again, pausing for students to write the names under the pictures. Play the cassette or read the text one more time for students to check their answers. Point to the pictures and ask *Who is planning to be here?*

Answers

- 1 Salim
- 2 Samir
- 3 Naïma
- 4 Nora

- 14.2 Read the time expressions. Elicit that they all refer to future time. In the dialogues, the present continuous is used to express future time. In pairs, students practise the two dialogues. Select pairs to read them. Use the verb flashcards to prompt answers, e.g., Hold up *watching* and ask *What are you doing this evening?* to elicit, e.g., *I'm watching television.*
Students continue to practise in pairs.

- 14.3 Give students time to read the passage and look at the diary.
Read the passage. Students listen.
Students complete the entries in Naïma's diary. The entries in the diary can be in note form.
Ask *What is Naïma doing on Monday afternoon?* to elicit *She's visiting her cousin.*

Answers

Monday	a.m:	
	p.m:	
Tuesday	a.m:	seeing dentist
	p.m:	
Wednesday	a.m:	
	p.m:	visit cousin
Thursday	a.m:	tennis with Salim
	p.m:	shopping with Mum
Friday	a.m:	
	p.m:	
Saturday	a.m:	
	p.m:	movie with Nora

- 14.4 Review the contrast between simple present and present continuous.

Write up a few examples, e.g., *I go to school on Mondays. It's Monday today. I'm going to school now.*

I eat lunch at one o'clock. It's one o'clock now. I'm eating lunch now.

Give students time to prepare the paragraphs without writing. Ask individual students to say a sentence. Students write the sentences. Ask individual students to read a completed paragraph.

Answers

I am spending the summer holidays at home. There is plenty of entertainment there. My father is buying a new computer. He knows how much I love playing computer games. I am setting up my own e-mail address and website. My friend, Youssef is helping me.

I am going to the beach for the summer. My family and I are visiting Essaouira and I am learning how to windsurf. I am having lessons from my eldest cousin. He already knows how to windsurf. I am looking forward to it very much.

- 14.5 Using Samir and Salim's statements as models, students write a paragraph about their plans for the summer holidays. Select individual students to read their paragraph to the class.

- 14.6 Read the phrases used for making suggestions. Point out that *Let's = Let us* and is the equivalent of the first person plural imperative in French e.g., *Let's go to the beach. (Allons à la plage.)* *Why don't we ...?* Is a way of suggesting alternatives, e.g., *Why don't we go to the cinema instead?*
Play the cassette or read the text. Students listen.

Tapescript

Narrator: Unit 14, Exercise 6. Listen. Tick the sentences which are true. Correct the sentences which are false.

Salim: Hi Samir. Let's go to the cinema this evening.

Samir: Sure, what do you want to see?

Salim: Let's see Spiderman.

Samir: I'm sorry, I've already seen that. How about watching *The Blue Train*?

Salim: Yes, that's fine.

Nora: Hello Naïma. Shall we see a film tonight?

Naïma: I'm sorry, Nora, I can't. I'm having dinner with my uncle and aunt.

Nora: Oh, OK. How about renting a video tomorrow night. I want to see Spiderman.

Naïma: Yes, let's rent a video, but I'm sorry, I've already seen Spiderman. Let's watch something else.

Give students time to read the true/false statements. Play the cassette or read the text again, pausing for students to tick or cross the statements. Play the cassette or read the text one more time. Students correct the false statements. Select individual students to read a sentence and correct the false statements.

Answers

- 1 True.
- 2 False. They are going to watch *The Blue Train*.
- 3 False. Naïma and Nora are not going to the cinema.
- 4 False. Naïma is having dinner with her uncle and aunt.
- 5 True.
- 6 False. They are not going to rent Spiderman.

- 14.7 Read the activities listed in the table. In pairs, students practise the dialogues. They should follow the activities listed in order to make suggestions. They should include the appropriate apology in their response. Select pairs to say a dialogue.

Extension activity

Students write the dialogues suggested in 14.7.

Student's Book page 100

New objective: to communicate verbally with other members of the class, asking for and

giving directions

- 14.8 Read the list of directions. Illustrate the meanings with arrows drawn on the board. Give students time to look at the map. Play the cassette or read the text. Students listen and look at the map.

Tapescript

Narrator: Unit 14, Exercise 8. Listen. Look at this map and label the video shop.

Nora: Naïma, what are you doing later?

Naïma: I'm going to the video shop. Do you want to come?

Nora: Yes, but where is it? I'll meet you there.

Naïma: OK, turn left out of the school and walk up El Fida Street. Take the second road on the right, Issil Street, and the video shop is on the left opposite the post office.

Play the cassette or read the text again, pausing for students to trace the route and label the video shop. Check that all students have correctly located the video shop.

- 14.9 Review directions with arrows drawn on the board. Play the cassette or read the text.

Tapescript

Narrator: Unit 14, Exercise 9. Listen. Help the lost people and label the buildings in the list.

Man 1: Can you tell me how I get to the cinema, please?

Man 2: Yes, go straight down Issil Street. Turn left into Riyadh Street and the cinema is the third building on the right.

Man 1: Thank you.

Girl 1: Please could you tell me where the library is?

Girl 2: Yes, walk down Zohor Street until you reach El Fida Street. Turn right into El Fida Street and go to the end. Turn right and the library is the first building on your right, opposite the mosque.

Girl 1: Thank you very much.

Woman 1: Do you know how I get to the market?

Woman 2: Yes, go straight up Riyadh Street, take the

second on the left which is Nassim Street, turn right into Massira Street and the market is there on your right.

Woman 1: Many thanks.

Boy 1: Where's the internet café, please?

Boy 2: Go down Riyad Street, turn right into Issil Street and the internet café is on the right, next to the video shop and opposite the taxi rank.

Boy 1: Thank you.

Woman 3: I'm looking for the shopping centre. Please can you tell me where it is?

Woman 2: Yes, go down El Fida Street, take the third street on the right which is Zohor Street and the shopping centre is on the right, on the corner of Riyad Street and Zohor Street.

Woman 3: Thank you.

In pairs, students give directions to the lost people. Select individual students to give a set of directions.

- 14.10** In pairs, students practise the dialogue. They should ask for different locations on the map and their partner should direct them from the school. Select pairs to say the dialogue.

Student's Book page 101

New objective: to learn how to express agreement and disagreement in a polite and courteous way

- 14.11** Read the phrases for agreeing and disagreeing. Make a few statements and get the students to agree or disagree, e.g., *I think Team X is a very good football team.* Then ask individual students to make statements and other students to agree or disagree.

Students look at the pictures and read the text. Select pairs to read a dialogue.

- 14.12** In pairs, students read the dialogues. Select pairs to read a dialogue.

In pairs, students look back through the book and talk about their preferences.

Their partner can agree or disagree.

Select a few individual students to express their preferences. Other students agree or disagree.

- 14.13** Give students time to look at the pictures and read the statements.

Select individual students to read a statement. Other students agree or disagree. If they disagree, they should offer an alternative.

Dictation Read the following sentences for students to write in their exercise books.

- 1 There is a lot of entertainment in our town.
- 2 I go to an internet café and surf the web.
- 3 We have two cinemas. They show the latest films.
- 4 I enjoy going to the market with my parents.
- 5 We can eat in some excellent restaurants.

Pronunciation: triphthong **eɪə** as in **player**

Play the cassette or read the phrases.

Students listen.

Tapescript

Narrator: Unit 14, pronunciation practice. Triphthong **eɪə** as in **player**. Listen and repeat.

My uncle is a surveyor.

My brother is a football player.

I have got a cassette player.

Play the cassette or read the sentences again. Students repeat.

Student's Book page 102

Do you know about ... music?

Give students time to look at the pictures. Ask them to comment on the pictures.

Ask individual students to read the statements.

Ask students whether they have been to any of the festivals listed. If so, did they enjoy them? If not, would they like to go? Why/Why not? What other forms of entertainment do the students enjoy doing?

Project: Entertainment

Following the given guidelines, students make notes about their favourite forms of entertainment. They then make a poster and write up their ideas. Display the posters in the classroom.

Student's Book pages 103–104

Review 7

The students should write the answers *in full* in

their exercise books. Allow sufficient time for students to complete the review.

Play the cassette or read the text for Exercise 1.

Tapescript

Narrator: Review 7, Exercise 1. Listen. Complete these sentences using the past tense.

Boy: Last year, I went to a music festival in Fez. It was excellent. I heard lots of different musicians from all over Morocco. They played instruments and sang. The crowd really enjoyed themselves and everyone cheered at the end. I learnt a lot about music. I stayed in a very comfortable hotel and met lots of very friendly people.

Play the cassette or read the text again. Students complete the answers, then continue with the rest of the review unit.

Correct the answers and give a score out of fifty.

Answers

1 (10 points)

Last year, I **went** to a music festival in Fez. It **was** excellent. I **heard** lots of different musicians from all over Morocco. They **played** instruments and **sang**. The crowd really enjoyed themselves and everyone **cheered** at the end. I **learnt** a lot about music. I **stayed** in a very comfortable hotel and **met** lots of very friendly people.

2 (10 points)

Suggested answers

- 1 Go up El Fida Street. Take the third road on the right, Nassim Street, go to the end and turn left into Riyadh Street. The cinema is on your right.
- 2 Go to the end of El Fida Street. Turn right into Saada Street and the library is the first building on the right, opposite the mosque.
- 3 Go up El Fida Street. Take the first road on the right, Zohor Street, cross over Riyadh Street and

the shopping centre is on the corner.

- 4 Go up El Fida Street. Take the second road on the right, Issil Street and the internet café is the first building on the left, next to the video shop.
- 5 Go up El Fida Street. Take the third road on the right, Nassim Street, then take the first road on the left, Massira Street. The market is on your right.

3 (10 points)

Students' own answers. Ensure they use the present continuous to express future time.

4 (20 points)

Students' own answers. Ensure that sentences contain agreement or disagreement supported by a reason.

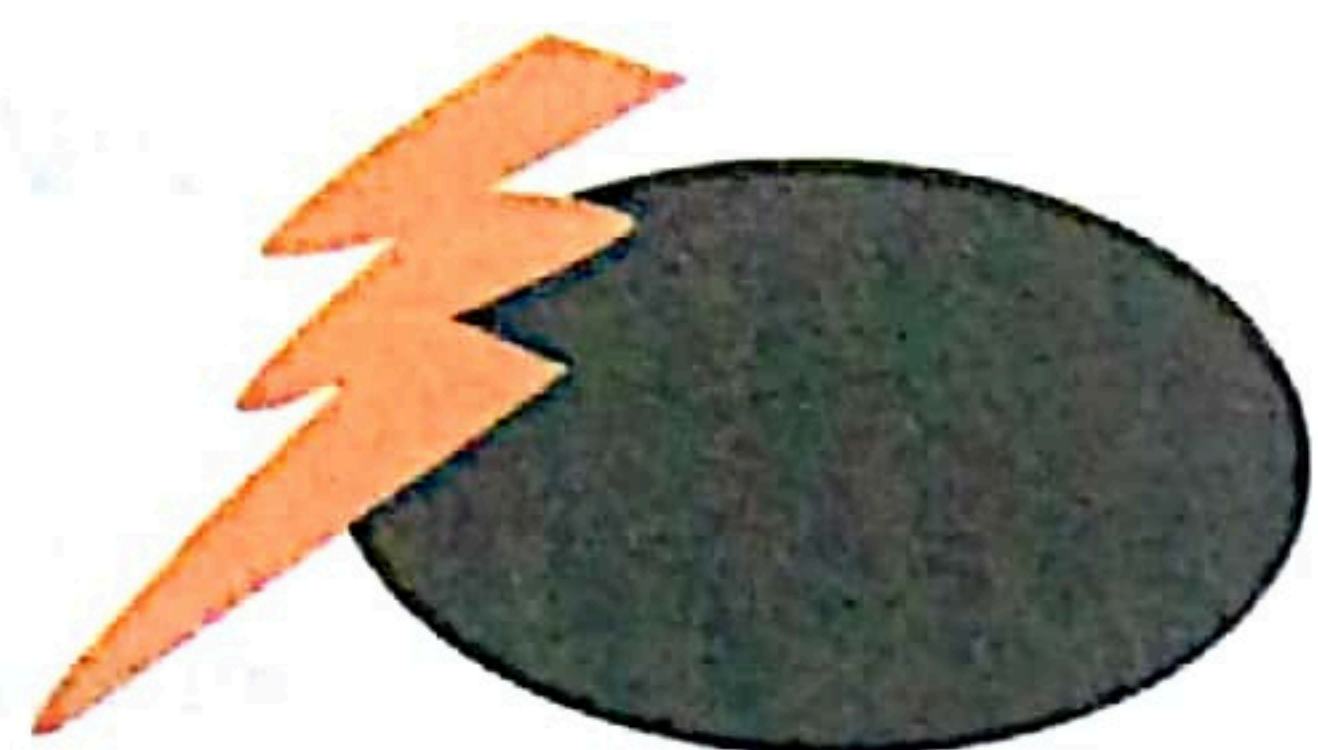
Vocabulary

	unit		unit		unit
A		city	6	fine	1
accident	11	clean	11	fire	11
act	14	climb	10	fish	4
aeroplane	7	clock	2	flat	6
air	13	cloudy	10	floor	6
always	7	coffee	4	foggy	10
animals	6	cold	10	football	9
apple	2	colours	2	football player	1
arms	3	count	2	friend	1
athletics	9	countryside	6	fruit	4
aunt	5	courtyard	6		
B		cousin	5	G	
badminton	9	crowds	10	garage	6
bag	2	cycling	9	garden	6
balcony	6			gas	13
band	12	D		get up	7
basketball	9	dancing	12	give	13
bathroom	6	dates	10	go to bed	7
beach	10	decorate	12	grandfather	5
bedroom	6	desk	2	grandmother	5
beside	14	dining room	6	groom	12
big	3	dinner	4	ground	6
bike	7	disease	11	guitar	8
boat	7	dive	9		
body	3	doctor	1	H	
boil	11	donkey	7	hair	3
boots	3	door	2	happy	3/ 11 /12
boring	12	draw	8	hat	3
boxing	9	dress	5	head	3
bread	4			healthy	4
break	12	E		helicopter	7
breakfast	4	ears	3	hello	1
breathe	13	eat	8	helmet	9
bride	12	electricity	13	hi	1
brother	5	e-mail address	14	hockey	9
brush	5/8	enjoyable	12	hotel	10
burn	11	excellent	12	house	6
bus	7	exciting	12	how	1
butter	4	eyes	3	husband	5
buy	13				
C		F		I	
car	7	family	5	internet	14
carrots	4	farm	6		
ceremony	12	fast	3/12	J	
chair	2	fat	3	jacket	3
cheese	4	father	5	jeans	3
chicken	4	favourite	4	juice	4
cinema	14	feast	12		
		festival	12	K	
		filter	11	kitchen	6
				knives	11

	unit
L	
laundry room	6
learn	14
left	14
legs	3
lift	6
litter	13
living room	6
lonely	11
long	3
lose	9
lunch	4
M	
market	7
matches	11
medicines	11
meet	7
metal	13
milk	4
miss	1
mix	5
months	10
mother	5
mouth	3
movie	14
Mr	1
Mrs	1
N	
name	1
never	7
new	3
next to	14
nose	3
O	
often	7
oil	13
old	3
olives	4
onions	4
opposite	14
orange	2
P	
packaging	13
paint	8
paper	13
pasta	4
pen	2

	unit
piano	8
plastic	13
play	14
pollution	13
pool	9
power	13
presents	12
protect	13
R	
raining	10
read	8
recycle	13
rent	14
rice	4
right	14
rubbish	13
running	9
S	
sad	3
safe	11
salad	4
scarf	3
school	2
score	9
seaside	10
seasons	10
secretary	1
seldom	7
sell	13
shoes	3
shopping	7
short	3
shy	11
sister	5
skiing	9
skirt	3
slim	3
slow	3
small	3
snowing	10
socket	11
socks	3
sometimes	7
spend (time)	14
start	7
station	7
storey	6
straight ahead	14

	unit
student	1
study	5
sunny	10
swimming	9
T	
table	2
take	14
tall	3
taxi	7
tea	4
teacher	1
tennis	9
thanks	1
train	7
trainers	3
transport	7
trousers	3
truck	7
t-shirt	3
U	
uncle	5
unhealthy	4
use	8
usually	7
V	
vegetables	4
video	14
W	
wait	8
wake up	5
wash	5 / 8
waste	13
watch	2
water	4
wear	9
website	14
wedding	12
wife	5
window	2
windsurf	14
windy	10
work	7
write	8



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