Kingdom of Morocco

Ministry of National Education
Preschool and Sports

English Spotlight 2

Teacher's Guide

Year 2 of Middle School



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Teaching With English Spotlight 2

Dear Teachers,

Welcome to teaching English Spotlight 2, the second year course for middle school English language students. This teacher's guide is designed to help you plan and teach lessons that will support your students in achieving course goals.

Throughout the **English Spotlight 2 student book**, we have tried to make your role as a teacher as easy and as engaging as possible. Each unit is clearly organized so that you can easily plan lessons that will best meet your students' needs. This teacher's guide also provides many tips that will help you work with mixed-ability classes, include all learners, and regularly formatively assess whole-class and individual student progress.

Having interested and motivated students also makes teaching much easier and more enjoyable. For this reason, while creating the **English Spotlight 2**, we have considered the young teenage student's perspective on learning. We have created materials that closely link to students' lives, their communities, and their interest in global events and issues.

We wish you success, and hope that your students will remain motivated and continually developing on their English language learning journey.

Best wishes,

The English Spotlight 2 Creators

KEY PRINCIPLES OF THE STUDENT BOOK & TEACHER'S GUIDE



Integrated Skills or Learning Everything Together: We believe English is something students use in real life, not just in school. This English course purposefully weaves all four skills together throughout each lesson, enabling students to better speak, understand, read, and write in English all at once. It's like giving students a superpower!



Games Make Students Think: Games in this book are not just for fun. They also provide students with multiple opportunities to learn together, practice new language, and recycle language they have previously learned. Games can also challenge students in positive ways. Students develop their cognitive skills as they solve puzzles and tackle the challenges games provide.



Reading for Pleasure Improves Every Skill: Global research shows that students who read at their own level (or just below their level) for 10-15 minutes a day outperform their peers in all skill areas, including grammar, vocabulary, speaking, writing, spelling, and of course reading! Reading for pleasure exposes students to rich, comprehensible language that is both motivating and enjoyable. For these reasons, students will "Drop Everything and Read" (DEAR) in lesson three of every unit. They will also set at-home DEAR reading goals and track their progress throughout the year. Through DEAR, we hope students will become familiar with a wide variety of language, increase motivation to read, avoid "reading only for a test" attitudes, and have chances to discuss their ideas about a variety of topics explored through reading. We encourage teachers to follow the steps in Unit 1 to set up the DEAR program. It will make it easy for you to track students' progress and keep them motivated to read all year long.



Acting and Playing Roles Builds Fluency, Confidence, and…Empathy: Students learn best when they regularly interact with others in English. Role plays and acting out scenes they create help students to retain and effectively use language. When students play different characters, studies also show that they develop greater sensitivity to others' perspectives, which strengthens their ability to work effectively in teams and get along in social situations.



Explore and Share: Adolescent learners have ideas and are eager to share them with their peers and their teachers. **English Spotlight 2** is designed to give students opportunities to think about and share their perspectives on various personal, community-level, and global topics. Students are asked to work in pairs and small groups in every lesson to foster greater autonomy, motivation, and sharing, and of course to increase their retention of and fluency in the language.



Help Stop Climate Change: Preparing students to be a part of solving future community and global challenges is one of the key goals of public education. Climate change is a phenomenon that is a threat to young people worldwide. Integrating climate change content across the curriculum is a proven tool that helps prepare youth with the tools and knowledge they need for the future they will face. Throughout English Spotlight 2, students will explore the causes and impacts of climate change and have opportunities to assess their own practices, create solutions, and set goals for preventing climate change and protecting the environment.



Create & Demonstrate Learning: When students have opportunities to put all of their learning from English and other subject classes together to complete a meaningful task or project, they deepen their understanding of and ability to use the language effectively. In each unit, students will choose a unit task (a small project) to do. The tasks are designed so that students can put their language skills and knowledge to work and demonstrate their mastery of unit objectives. Tasks also help students develop their 21st century skills - communication and social skills, teamwork and collaboration, information literacy, autonomous learning, and global citizenship and intercultural communication.



Students Assess their own Progress: Explicitly teaching students how to assess their own work and progress has many benefits. It promotes student understanding of their learning and provides opportunities for critical analysis of their own efforts. Ultimately, self-assessment helps students become more autonomous and confident learners. In every unit, students will be asked to think about their learning. They will assess their progress and set goals to improve. Teachers are encouraged to guide students in the process early in the year, so that students become accustomed to and hone their self-assessment and autonomous learning skills throughout the year.



All Students Can Learn when they are Included! Our teaching philosophy is deeply rooted in the belief that every student in our classrooms, regardless of their gender, ethnicity, socio-economic background, and/or physical ability, should have equitable access to a high-quality education, and equitable opportunities to participate and demonstrate their learning in the classroom. In this way, teachers can ensure that every student will have the chance to meet his or her full potential.

To be as inclusive of all students as possible, the **English Spotlight 2** team grounded design in Universal Design for Learning (UDL) principles. UDL is an instructional approach that recognizes the diverse learning styles, needs, and strengths all learners have. It focuses on adapting instruction to meet diverse needs rather than categorizing students with labels. UDL emphasizes three core principles – engagement, representation, and action and expression - which also align with key principles and practices in English language teaching and learning. These three principles of UDL are described in the table below.

1



Engagement

Diverse students are motivated to learn in different ways. Using a variety of engagement strategies can help teachers accommodate a wider spectrum of learners. Engagement practices include helping students make personal connections, share previous knowledge, and set goals. Teachers can also vary the challenge levels of tasks, assign classroom roles, use real-world texts and discussion topics and, when possible, provide students with choice.

2



Representation

Students learn differently, so when teachers present information in multiple ways, they reach more learners. Some students learn best by hearing, seeing, reading and writing, or through movement. Most learn best with a combination of these things. Instruction should offer students a variety of ways to encounter and take in new information, while building on students' previous knowledge and strengths. Valuable strategies include the use of visual aids, real objects and manipulatives, and stories.

3



Action and Expression

Because students learn differently, teachers should offer a variety of ways for students to show their knowledge and skills, and to express themselves. Strategies might involve writing, speaking, drawing, movement, and peer interaction. Incorporating student choice, movement-based tasks, turn-and-talk activities, writing exercises, and "exit tickets" are also effective ways to implement this principle.

English Spotlight 2 Language Learning Goals

The language learning goals in English Spotlight 2 are aligned with the Moroccan English language curriculum standards and desired exit levels for each year of middle school. These exit levels are aligned with the Common European Framework of Reference for Languages, an international standard for describing language ability.

The five standards emphasize the purposes for which students use English:

Standard 1: English language learners communicate in English for social purposes in school and in their communities.

Standard 2: English language learners communicate in English for classroom-instruction purposes within the school setting.

Standard 3: English language learners use English to learn some school subjects or general-interest content.

Standard 4: English language learners use transversal 21st century skills for learning and communication.

Standard 5: English language learners use English to learn new information and communicate about global issues, including climate change, and in the process consider Moroccan and personal values and habits, and create solutions to overcome real-world challenges.

The desired exit outcomes for year two of middle school emphasize the use of English language in primarily personal, informal, highly familiar contexts. In year two of middle school, students still need simplified language input and structured support as they broaden their knowledge and understanding of English. They continue to be mostly dependent on the other speaker modifying their speech in terms of speed and clarity to make comprehension and meaningful interaction possible. They show increasing confidence and some limited control of the language. Though all skills are purposefully integrated and developed, speaking and listening are prioritized at this stage.

When **listening**, students understand basic conversations and messages and begin to understand stories and informational texts. By the end of year two, the aim is for students to be able to:

- understand short, simple social exchanges spoken slowly, directly, and clearly
- follow spoken multi-step instructions or procedures when clearly articulated and signposted, and the context is clear (For example: Everyone please work in groups. Write down five activities that everyone in the group enjoys doing.)
- understand the gist and purpose of short messages, spoken stories, and short expository monologues when the context is familiar and clear, and when supported with some gestures or other visual cues, and voice to convey meaning
- understand and retell the main ideas of straightforward stories in which key information is explicitly stated and repeated
- in conversation around familiar topics, follow slow, clearly articulated speech with some pauses

When **speaking**, learners use English to say what they like and to give simple descriptions. They begin to initiate conversations, ask questions, and tell simple stories. By the end of year two, the aim is for students to be able to:

- use limited grammatical structures to communicate ideas, describe objects and actions, and to share information related to everyday situations
- in a two-way interaction, initiate conversation, formulate and respond to questions about everyday life and activities in a simple way and with some errors, and end the conversation
- communicate a sequence of events when provided visual cues or other support
- pronounce words clearly most of the time; begin to use some intonation and rhythm
- use simple strategies to cope with communication breakdown (e.g., use of thinking words to gain time (fillers), asking for clarification)

When **reading**, learners are beginning to understand simple stories, informational texts, and personal correspondence (e.g., postcards, emails, social media posts) with visual support. By the end of year two, the aim is for students to be able to:

- understand common words and social expressions, and some less-common words when supported by visuals
- comprehend the meaning of complex sentences (e.g., You should finish your homework before the party. She plays video games when she gets home from school.)
- use reading strategies to identify the gist and purpose of simple texts with some visual support
- comprehend and retell short stories/information from informational texts of about 100 words using simple phrases and sentences
- locate key information in texts
- infer basic information about a character's preference when context is highly familiar

When **writing**, learners communicate what they like and dislike, and give simple descriptions related to personally relevant, familiar topics. By the end of year two, the aim is for students to be able to:

- produce very simple paragraph-length connected texts on familiar topics (about 50-75 words)

- consistently use some basic structures, and some basic compound/complex sentences, with some errors or omissions
- use a limited range of high-frequency sentence-level connecting words (e.g., and, so, but, because, also/too)
- use a limited range of high-frequency vocabulary to express ideas, often with some repetition of words and spelling mistakes

STUDENT BOOK OVERVIEW

English Spotlight 2 opens with a two- to three-hour "Welcome Back!" mini-unit designed to help students recall and use language learned in year one. The Welcome Back lessons also help teachers assess what students already know and how to best help them achieve year two English outcomes.
The Welcome Back lessons are followed by six units. Each of the six units is designed around a theme. The theme is explored across eight lessons. Most lessons require one to two class sessions to complete.

How a Unit is Structured	
Lesson	**Focus**
1-2	**New Content & Skills** Students learn new vocabulary related to the lesson topic, grammar, listening and speaking, reading and writing, and 21st century skills
3	**Drop Everything and Read** In this lesson, students read a story and respond to it in multiple ways. The aim is for students to enjoy reading for pleasure and to practice reading for comprehension of main ideas and messages (without having to understand every word or grammar point in the text). Extension activities therefore focus on broad comprehension and linking ideas for the story to students' own lives.
4	**New Content & Skills**
5	**Global Citizenship and Fun Review** In this lesson, students learn and practice skills that will help them become active global citizens ready to face future challenges. They then play games and do activities to review and recycle language learned in previous lessons.
6-7	**New Content & Skills**
8	**Unit Test, Task, and Self-assessment** Each unit ends with a short test of about 15 or 20 minutes, designed to assess students' progress in mastering unit objectives. This lesson also presents unit tasks from which students can choose to demonstrate the English language learning. We recommend that teachers present these tasks **at the start** of each unit, so that students are ready to present their work to the class in lesson 8. Each unit also ends with a chance for students to assess their progress and set goals to improve skills not fully achieved during the unit.

Each lesson has a clear topic and objectives. Activities are sequenced so that students hear and read new language in context in multiple situations before diving into grammar rules. Following controlled practice with structures, students again use both vocabulary and grammar in speaking and writing. At the end of each lesson, students put what they have learned into a more personalized activity to develop fluency and to allow both students and teachers to assess learning.

Teaching a Unit of English Spotlight 2

Unit Opening – Spotlight: The start of each unit begins with a Spotlight. The Spotlight features an interesting image and story that presents in context the language students will learn. Before beginning the unit, the teacher and students can describe the images, name as many things as they can, and make guesses about what they will read or hear. Students will also have a chance to read and/or listen to the story and answer a question that helps them focus on the topic. A simple opinion question helps lead students into the topic.

Vocabulary Teaching and Recycling: Lessons in English Spotlight 2 begin with a focus on vocabulary, which students will use in both speaking and writing throughout the lesson. Vocabulary words are presented with pictures to aid understanding and boost interest. Students listen, point to objects or pictures, then listen and repeat these words to improve automaticity and hone their pronunciation skills. Following the presentation of vocabulary, students engage in brief personalization tasks. For example, they might have a short conversation using their own information or tick activities they most like and share their answers with a partner. These short activities help students immediately connect the words they are learning to their own lives and put vocabulary to use. It is important to pepper such activities throughout lessons to ensure ample practice opportunities.

Recycling vocabulary is an essential aspect of this approach. It reinforces learning by introducing words in different contexts, whether through language practice or as components of reading or listening activities. English Spotlight 2 also designs warm-up activities and reviews to reinforce and expand students' lexical knowledge, using methods such as charades and quizzes. Starting lessons with quick reviews and using visual aids like word walls and flashcards are recommended strategies. Teachers are also encouraged to integrate vocabulary into various activities, including reading, listening, writing, and speaking. They can connect vocabulary across different subjects through various themes. Pair work, group work, role-plays, and the use of technology for interactive practice (when available) are pertinent ways to recycle vocabulary. Additionally, a series of curated videos is provided to teachers as a separate tool for reviewing vocabulary.

Teachers are advised to plan for recycling in their lesson designs and consistently review vocabulary to move it from short-term to long-term memory, ensuring students build a strong and functional vocabulary.

Reading and Listening: Following the opening vocabulary presentation in each lesson, students have the chance to listen to or read the vocabulary used in context. Structures that students will use are also presented in reading and listening passages. Listening and reading tasks are followed by short comprehension activities which focus students on identifying both main ideas and details.

Grammar in Context: Grammar is presented explicitly, after students have been exposed to it in context. Following explicit grammar instruction, students do controlled practice in writing and speaking. Every grammar-in-context section ends with a use activity, in which students use the vocabulary and grammatical structures learned in the lesson, as well as other language they know. Grammar is recycled throughout the textbook, and students will have many opportunities to improve their accuracy. For this reason, it is not recommended that teachers dwell on grammar instruction in any one lesson. With extensive exposure and regular review and recycling, you and the students will all notice improvement in their accuracy over time.

Interactive Speaking & Presenting: The student book features multiple opportunities for students to build their speaking confidence and fluency. All vocabulary sections let students listen to and repeat the pronunciation of new words and phrases. Quick interactive activities and games provide students with controlled speaking practice. Use activities at the end of lessons help students use all the language they know in conversations and short presentations (talks). This approach motivates students to use English for communication (not just to get a grade in class) and builds greater confidence and fluency.

Writing: Writing activities flow from the topic of the lesson. This approach helps students generate new ideas and ensures that learners use new grammatical structures and vocabulary needed to communicate effectively. Writing tasks are purposefully short at this level but remain psychologically authentic so that students are motivated to communicate various messages. Early in the text, students may be asked to write individual sentences, short text messages, or simple lists. As students make progress, they will be asked to write a series of connected sentences about the topic. Reading activities that precede writing tasks serve as models for students.

Planning an English Spotlight 2 Integrated Skills Lesson

What are Integrated Skills?

Integrated skills refers to the intentional combination of core language skills like speaking, writing, listening and reading in lessons based around one topic.

The goal of teaching with integrated skills is to strengthen students' overall English language communication and other 21st-century skills through continued practice, while focusing on a topic that interests them.

Throughout an integrated skills lesson, reading, writing, speaking, listening, vocabulary, and grammar interact and reinforce each other. An integrated skills lesson plan does not, therefore, focus on only one skill. Rather, an integrated lesson plan reinforces learning by basing the lesson around a topic that targets a variety of skill areas.

What is the logic behind an integrated skills lesson?

Integrated skills lessons guide students towards using language in meaningful ways. They also help students to continually practice and link new language to their own lives. Activities build upon one another, recycling language through practice of different skills. An integrated skills lesson ends with students using the language productively and meaningfully.

For example:

The aim of Unit 1, Lesson 1 is for students to be able to…




interview a partner about his or her job-related activity likes and dislikes

and




based on what they learn in this real-world conversation



be able to suggest a job for their partners

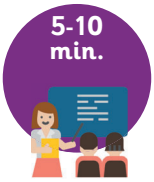
To achieve this aim…

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



cashier | fashion designer | computer programmer

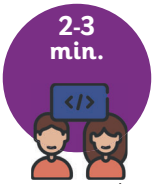
Students **encounter** and **identify** pictures of jobs. They **listen and repeat** the names of jobs to help them **remember** and to get comfortable with the **pronunciation**.



whole class



Then, in a two- to three-minute **pair conversation**, students **connect** the new vocabulary to their own lives/personalities by **saying** which jobs they want to have in the future.



pair work



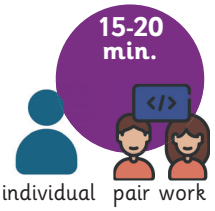
To help them **practice** job names, they play a five-minute interactive mime & guess game. This kind of closed pair/small-group activity also gives **all students** in the class many chances to practice while also fostering **interest, peer cooperation**, and **motivation**.



small groups

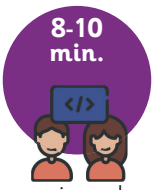


Students then **read** a website that gives more information about jobs. Here, **job vocabulary is recycled** as is previously learned language and grammar. Students **identify** the activities people with different jobs do. Here, students also work in pairs to share their own ideas about jobs and activities!



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

Finally, equipped with key vocabulary for jobs and activities, and with previous knowledge (how to ask and answer questions about likes and dislikes, etc.), students work in **pairs** to **interview each other about their job activities likes and dislikes.**

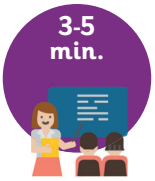


As the teacher monitors, he/she will be able to **assess** the extent to which students achieved the day's objective. Students can assess themselves too.

After the interview, students suggest jobs to one another.



In the last few minutes of the lesson, teachers and students can assess the lesson and student learning. The teacher may ask a variety of questions to assess the lesson and/or student learning. Some examples include:



- Show me how well you spoke English today. 5 fingers is GREAT. (Students hold up fingers)
- What job did your partner suggest for you? Why? Do you agree?
- What did you like about today's lesson? Why?
- What did you learn today?



Alternativley, the teacher can opt for an exit ticket to assess learning at the end of a lesson. An exit ticket generally involves the teacher asking students one question as they prepare to leave class. When the student answers, he or she can depart. For example, the teacher can:

- Show a picture of a job and the student identifies it
- Show a picture of a job and the student says an activity related to the job
- Say one activity and the student says a job that does the activity
- For a whole class exit ticket, the teacher may show a picture and say, "This is a taxi driver." If the statement is true, all students give a thumbs up. If it is false, students give a thumbs down.

Are there any tools that can help me when planning lessons?

When planning integrated-skills lessons, there are a number of tools that can help you. In this section, you will find a guide to integrated skills lesson stages, which outlines the roles of both teachers and students during each stage. Following that, you will find a lesson planning template that you may wish to use. Remember when planning lessons that it is important to first plan your objective – what students will do at the end of the class, using what language and skills, and in what situation/activity. Then you can easily stage activities to help students reach the objective, using the materials in the book and this teacher's guide to help you!

Guide to Integrated Skills Lesson Stages & Teacher and Student Roles

Lesson Stage		What the teacher does	What the students do
Warm-up & Present (10-15 min.)	Students Warm-up for English and Encounter and Clarify Language/Skills: Students play a game or do a quick pair discussion to review language/warm-up to "think in English" again. They see or hear new language or discover a new skill. They realize what they already know, and what they don't know. Students distinguish the meaning, and use of the new knowledge or skill; they distinguish components of it or how to do it. They ask questions and make connections to their personal experience.	Elicits vocabulary and key language with images and audio • Leads choral repetition • Asks concept checking questions • Asks simple questions that help students link new language to personal lives	• Say, label, point to words/ language they know • Chorally repeat new language • Ask and answer questions in the whole group (sometimes in brief pair exchanges) • Quick closed-pair exchanges to use the new language/ skill
Practice (20-30 min.)	Students Remember and internalize language and skills: Through a variety of activities (controlled to free; individual, closed pair, and closed small-group), students have opportunities to move the knowledge or skill from short-term to long-term memory. They begin to personalize it and use it in different contexts. For example, students may identify key vocabulary in a listening or in a reading. They connect new information mentally to prior experiences with images, sounds, and feelings.	• Models instructions for tasks (provides speaking frames/visuals to support activities) • Monitors that students are on task • Monitors pairs/small groups and corrects errors when needed/ provides feedback • Ask a few pairs/small groups to share answers to wrap up tasks • Ask students to change pairs/groups and do tasks again, even better	Through games, dialogs, gap-fill tasks, listening, reading and writing tasks, students practice and demonstrate learning. They • Read, listen, and write individually, and share/ check answers with closed pairs/small groups • Speak in closed pairs and small groups • Share answers/role plays with whole group or in closed groups • When teacher monitors pair or group, ask questions when needed

Use (10-20 min.)	Students Fluently use language and skills: They use the new language, as well as prior language and skills, to communicate their ideas. Students work toward using the language or skill spontaneously and with fluency/ flexibility in different situations and contexts. Use tasks can focus on speaking or writing.	• Models instructions for tasks (provides speaking frames/visuals to support activities) • Monitors that students are on task • Monitors to assess how well class as a whole and individual students are using language	Through role plays, discussions, poster/story creation, information gaps, and writing tasks, they: • Use target language/skills as well as prior language/ skills learned • Speak spontaneously (without reading script) in closed pairs and small groups • Give short presentations/ talks to small groups and/ or whole class
Assess & Assign HW (5-10 min.)	Students notice/articulate what they learned and how well they can do it: They answer exit-ticket questions, use gestures/numbers to signify their confidence with the new material, say what they want to practice more, what they liked in the lesson and why.	Assesses and helps students assess their own progress. • Feedback questions • Exit tickets	• Answer brief questions about what they learned and liked in the lesson • Use gestures (hand signals, numbers) to rate their own confidence. • Say what they did well/ want to practice more • Say what they liked and why

English Spotlight Lesson Plan Template

Teacher name: Class start/end time: Number Ss:

Unit/Lesson #:

Objective:

LESSON OBJECTIVE FORMAT & EXAMPLES

Format for objectives: Students use (**language/skills**) to (**communicative task**) by doing (**class activity**).

Examples:

- Students use a greeting, handshake, eye contact and Wh-questions to meet and learn about a new person through a party- mingle simulation.
- Students will be able to scan a reading for specific information (countries and ages) by looking for capital letters and numbers, and fill in the missing information in a graphic organizer.

Time period	Stage & Activity	Dynamic T, T-S, T-SSS, S, S-S	Materials

Contents

	Topics & Functions	Vocabulary	Grammar
Welcome Back! *Revision* **page 20**	Greetings & Meeting new and old friends Talking about the summer Classroom instructions and language Getting to know new people and reconnecting with friends	Greetings (Good morning., How's it going?, etc.) Meeting old and new friends (Nice to see you again/Nice to meet you.) Classroom instructions (stand up, sit down, etc.) Summer activities (have a barbeque, go surfing, etc.) Classroom items	Wh- questions and answers (What's happening? What did you do last summer?) Word order in Wh- and Yes/No sentences Simple past Prepositions of location
21st Century Skills – Communication and Social Skills: Greetings and asking questions to find things in common with friends.			
Unit 1 *I want to be a graphic designer!* **page 32**	Jobs and job-related activities and skills Job advertisements Job interviews	Jobs (mechanic, nurse, etc.) Job activities/skills (do research, work with people, etc.) Places people work (office, salon, etc.) Personality traits (friendly, shy, etc.) Like/dislike/enjoy	Wh- and Yes/No questions about skills (Can you manage your time? What are you good at doing?) Like/dislike + (verb)ing Be good at/not good at+ (verb)ing
21st Century Skills - Communication & social skills: Greetings, using eye contact during an interview, brainstorming ideas in a group setting. Understanding different jobs and their impact. **Information literacy:** Identifying and understanding online job advertisements, researching job-related vocabulary, and using multiple texts to find information. **Teamwork & collaboration:** Cooperative work (pair work, groupwork) and group projects.			
Unit 2 *How about a snack?* **page 65**	Common foods and drinks Food and drink categories (dairy, grains, etc.) Recipes and shopping lists Table manners Ordering in a restaurant Asking for items in a local shop	Food and drinks (eggs, cheese, milkshake, snacks, fast food, etc.) Quantity words (a box of, a cup of, etc.)	Singular and plural forms of food and drink words Count/non-count food and drink words Some/any in statements and questions Forms for making offers and requests
21st Century Skills: Communication & social skills: Be an active listener by using eye contact and expressions to show interest; use greetings and questions to develop new friendships. **Learning autonomy:** Set a goal, track your progress with independent learning activities and do self-assessment tasks (lesson 8). **Information literacy:** Identify types of food drinks, use multiple texts to find information.			

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

Unit 3 *Enjoy your time online!* **page 102**	Online devices, activities, and actions Types of movies and preferences Discussing online activity likes and dislikes Online habits and routines	Online activities (create videos, do research) Electronic devices (smartphone, earbuds, etc.) Types of movies (action, drama, etc.) Adjectives to describe movies (funny, sad, etc.) Online actions and icons (click a link, type a password, etc.) Large numbers (three hundred fifty, one hundred twenty, etc.) Degree of like and dislike (crazy about, be into, can't stand, etc.)	How much is/are...? to ask about prices How often...? and adverbs of frequency (always, sometimes, etc.) Possessive adjectives (my, your, etc.) "will + verb" for future predictions
21st Century Skills - Communication & social skills: Be an active listener by using eye contact and expressions to show interest, interactive conversations about online devices and movies. **Learning Autonomy:** Set a goal, track your progress with independent learning activities and do self-assessment tasks (lesson 8).			
Unit 4 *How do you feel?* **page 134**	Body parts Minor health problems Seeking and giving health advice Feelings Future plans	Body parts (head, arm, leg, etc.) Minor health problems (have a cold, a runny nose, an earache, etc.) Feelings (well, great, awful, ill) Health advice (stay home, take medicine, etc.) Emotions (angry, happy, nervous, etc.)	Hurt/hurts (My knee hurts., I hurt my toe., etc.) Should/ought to/ shouldn't + verb Be+ going to+verb to talk about future plans (Tomorrow, my cousin is going to help me.)
21st Century Skills – Communication & social skills: Be an active listener by using eye contact and expressions to show interest, interactive conversations about online devices and movies. **Learning Autonomy:** Set a goal, track your progress with independent learning activities and do self-assessment tasks (lesson 8). **Information literacy:** Identifying and understanding types of ailments from reading multiple text genres (written and spoken).			

Listen for specific information about electronic devices and activities Talk about movie preferences Discuss activity preferences Ask for and give prices for electronic devices Listen for and discuss predictions about the future	Read movie reviews for the main ideas and details Write a short movie review Read a story and connect ideas from it to your life Reading advertisements for details Use titles, headings, and bold words to identify main ideas Write predictions about the future	Identify positive and negative online practices Assess your online practices
Information Literacy: Use multiple texts to learn about types of movies and electronic devices; discuss purposes of apps and social media sites; identify positive and negative online practices. **Teamwork & collaboration:** Cooperative work (pairwork, groupwork) and group tasks. **Unit Task:** Report about your favorite game, app, or social media site; review an electronic device; or design a new tech device, app, machine, or robot for the future.		
Listen for details about health problems Describe health problems/what hurts Ask what's wrong and show concern Assess your interactive speaking skills Talk about feelings and future plans	Write solutions for minor health problems Plan and write a letter to give advice Use headings and bold words in a magazine article to predict what a text is about and to identify main ideas Read a cartoon and assess the advice characters give Read a DEAR story and connect ideas from it to your life	Identify good time management techniques Prioritize activities and create a schedule Track your progress and adjust your schedule to manage time Identify healthy habits that improve health and protect the environment
Teamwork & collaboration: Cooperative work (pairwork, groupwork) and complete group tasks and projects. **Intercultural communication:** Sharing ideas about minor health problems, feelings, advice, etc. **Time management:** Track your time management progress and adjust your schedule as needed. **Self-awareness and confidence:** Identify positive things about yourself. **Unit Task:** Set weekly health goal; write a feelings journal; or create a health habits poster.		

Unit 5 *Those are cool shoes!* **page 169**	Clothes and accessories Shopping for clothes and accessories Comparing two or more things when shopping	Clothes (shirt, pants, etc.) Accessories (earrings, hat, gloves, etc.) Types of clothes (formal, casual, baggy, fitted, etc.) Adjectives to describe clothes (striped, cute, expensive, etc.) Types of shops (department store, outdoor souq, etc.)	Using the present simple (for habits/routines), present continuous (for right now and planned events), have on/has on (for right now) Comparatives (These pants are darker than those pants.) Questions when shopping (Is this on sale? Where can I try these on?)
21st Century Skills: Communication and social skills: Be an active listener by using eye contact and expressions to show interest; ask and answer questions to keep a conversation going. **Learning autonomy:** Set a goal, track your progress with independent learning activities and do self-assessment tasks (lesson 8). **Information literacy:** Identify clothes and accessories available online.			
Unit 6 *I love Morocco!* **page 210**	Countries and nationalities Places we live Locating places around town Geographic features of different places Road safety	Countries and nationalities (Iraq-Iraqi; the UK-British, etc.) Places we live (suburbs, city, village, etc.) Places around town (bank, grocery store, train station, etc.) Geographic features (lake, waterfall, ocean, etc.) Road safety (stop sign, sidewalk, traffic rules, etc.) Prepositions of location (across from, on Alili Street, behind, etc.)	Contractions (he's/she's, they're, etc.) Review the use of simple present, present continuous, and be going to Questions with "how" to ask about distance, height, etc. Superlatives to compare three or more things (The Nile River is the longest river in the world.)
21st Century Skills – Communication & social skills: Participate in interactive conversations about the places people are from/that they have visited. **Learning autonomy:** Read for pleasure, set a goal, and track your progress with independent learning activities and self-assessment tasks (lesson 8). **Information literacy:** Identify on a map, draw and talk about places in town.			

Describe and identify the clothes and accessories people are wearing Listen for main ideas and details when shopping for clothes and accessories Ask for and give help in a shop Discuss clothes and accessories to bring to different activities and events Discuss and compare items when shopping	Read a magazine article about street fashion for details Read a DEAR story and connect ideas from it to your life	Help prevent climate change with upcycling Create new ways to use old things (make a rug from old T-shirts)
Teamwork & collaboration: Participate in classroom activities, play games, and complete a unit task with a small group of classmates. **Intercultural communication:** Share ideas about clothes and accessories. **Global citizenship:** Help protect the environment by identifying ways to use old clothes and used items in new ways; reduce energy use by turning off devices when not in use. **Unit Task:** Design an outfit to wear, present a place you will go on vacation and what clothes and accessories you will bring, or research a culture event and the clothes people wear.		
Ask for and give the locations of places around a town Describe the geographic features of different places Listen for details and take notes about the locations and features of different places Ask questions about and discuss weekend plans	Read about a woman's weekend to identify main ideas and details Write about familiar places using key words (city, countryside, suburbs, mountains, valley, etc.) Write sentences to compare three or more places (Mount Toukbal is the highest point in Morocco.) Read and retell a story in a simple way	Identify positive and negative safety practices Assess your own road safety practices
Teamwork & collaboration: Participate in classroom activities, play games, and complete a unit task with a small group of classmates. **Intercultural communication:** Discuss famous places around Morocco and the world. **Global citizenship:** Identify and follow good road safety practices. **Unit Task:** Create your dream neighborhood/town; present the geographic features of a place; or survey/interview classmates about road safety		

Welcome Back!

Unit Overview

Theme:

The Welcome Back lessons review basic introductory greetings, classroom English, and everyday conversational topics that help the students get to know one another.

Learning Objectives Students will ...

- Use friendly greetings and introduce themselves
- Ask and respond to questions to learn more about classmates
- Discuss summer activities
- Follow basic classroom instructions
- Describe the location of classroom objects

Lesson 1: Nice to see you again!
Greetings/Meeting and Learning about People

- Greetings: How's it going? How are you doing? What's up?
- Meeting people: My name is..., I'm..., Nice to meet you, (too). It's good to see you again.
- Learning about people: How many brothers and sisters do you have? When's your birthday? What do you do in your free time? What did you do this summer?

Lesson 2: Welcome back to school!
Classroom Language/Classroom Instructions/Classroom Objects

- **Classroom Language:** Stand up. Work in pairs. Put away your book. Turn to page 42. Can you repeat that? How do you spell that? Can you speak more slowly?
- **Location of Objects:** Is the teacher's desk is next to the window? The clock is above the door.
- **Review:** English Alphabet, before and after school activities, rooms at school, months and days of the week

Lesson 1 Nice to see you again!

Objectives

Students will...

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

NOTES FOR THE TEACHER

Setting the Right Tone

A teacher's first meeting with students sets the tone. It's a chance to connect, check students' English level, and get them excited to learn. Here's briefly how:

- Smile! Introduce yourself, and have students share their names.
- Start with a fun, easy activity - a game, song, or icebreaker.
- Use visuals and simple English to see what students already know.
- Briefly explain the course, goals, and how they'll be graded in the course.
- Show students the fun side of English - real-world examples!

Be patient and celebrate progress! This sets the stage for a great learning experience for all.

Using the "Welcome Back" Lessons

The two introductory "Welcome Back" lessons are designed to help students (and you!) feel comfortable using English in class. They do not present new information, but rather help students reactivate their English knowledge and use through interactive review activities.

The Welcome Back lessons are also designed to provide an English-rich environment where English is the language of instruction. Research shows that learners make faster progress and gain greater confidence in English-rich classrooms. So, to start off on the right track, Welcome Back lesson activities set the stage for both the teacher and students, and students in small groups, to interact in English as much as possible.

Warm up

- To start the class with a positive tone, begin by greeting the class in English. Stand at the front of the room, smile and wave and say, Hello! in a friendly voice. Repeat, Hello!, then gesture (hold a hand up to your ear) and wait for students to say "Hello!" back to you. Repeat until the whole class responds chorally. Then say, Welcome to English!
- Walk around the room, stopping at individual students' desks, saying, "Hello!" and "Hi!" and having them respond.

Expansion Idea:

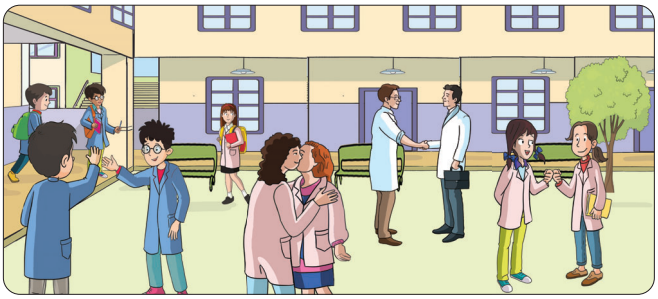
Name Game

- If this is the first day of class and the students are unfamiliar with one another, the Name Game gives the students an opportunity to learn each other's names.
- If possible, have students stand in a circle facing each other. For large classes, break the class into smaller groups. Begin by saying your name ("My name is _____.")
- Next, ask the student to your left to say your name and then to say his/her name.
- The third student says your name, the student's name to his/her right before saying his/her own name.
- The game continues until each person has said the names of the students that came before him/her. Classmates can help each person remember if they can't remember.

A. Speak: Meet your Classmates

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

The objective of this lesson section is to either review (or re-teach English) greetings to students, tailored to their individual abilities. The aim is to enhance their capability to recognize and effectively use these greetings. Here are the steps for the teacher to teach Lesson 1:



- Direct students' attention to the photo. Initiate discussion by asking, "What is happening?" Point to and elicit the various greetings being exchanged between students and teachers, including fist bumps, handshakes, girls' cheek kisses, and waves.
- Facilitate engagement by prompting students with questions like, "What do you think they are saying?" Encourage students to share English greetings they are familiar with. Ask What are some English greetings you know?
- Encourage student participation by eliciting English greetings and writing them on the board. Examples include 'hi', 'hello', 'good morning', 'good afternoon' and so forth.

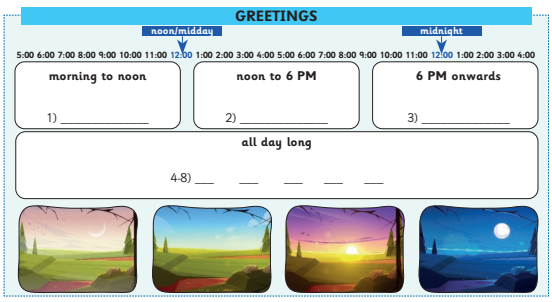
Expansion Idea:

Ways to Greet

- Point out the different ways the students and teachers are greeting one another in the photo.
- Have the students practice each type of greeting with the students around them (fist bump, handshake, wave).

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

This activity aims to help students review and **demonstrate mastery** in selecting appropriate greetings for different times of day through a **visual activity**.



- Point out the greetings (A-H).
- Let's practice saying these greetings together. Say each greeting and have students repeat. Say, These are different English greetings.

- Great! These greetings are used at different times of the day. Point out the chart with the times of day. Ask about the meaning of the times. Ask, What time is noon? (12:00pm) What does all day long mean? (the whole day)
- Let's do the first one together. Say, Which greeting do we say in the morning? (Good morning). Show where to write Good morning in the chart.
- Now, take a moment to complete the matching for greetings 2-8 on your own. Then have students compare their answers with a partner. Say, check your answers to together.
- Review the answers together with the class. Ask, Which greeting do we say from noon to 6pm? Which greeting do we say from 6pm onwards? Which greeting do we say all day long?

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

This activity aims to help students distinguish between greetings for first meetings ("**Nice to meet you**") and greetings for acquaintances ("**Good to see you**") through guided practice and role-playing.

- Point out the two conversations in speech bubbles and the pictures.
- Ask a pair of students to read the first conversation. Hold up a finger to indicate "first time" and ask, Are they meeting for the first time? (yes).
- Point to the Real World English box and say, When we meet people for the first time, we say Nice to meet you. When we know someone, we say Good to see you.
- Say the expressions aloud and have students repeat.
- Ask a different pair to read the second conversation. Ask, Are they meeting for the first time? (no). Say, They know each other so they say Good to see you.



- Say, Now you will greet and introduce yourself to five classmates. Model the activity by greeting a student and introducing yourself. Say, How's it going? I'm _____. Nice to meet you.
- Tell students to stand up and walk around the room greeting and introducing themselves to five classmates. Encourage students to use a fist bump, handshake or wave.
- Monitor their conversations.
- Close the activity by asking a few pairs to role-play their conversation in front of the class.

B. Listen: Getting to Know You

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

Students listen to a conversation between two teens, Reem and Yanis, and identify their countries and hobbies based on the information provided in the dialogue and accompanying images.



- Begin by pointing out the picture. Say, "This is Reem and Yanis. They are students. They are talking about the things they like to do."

- Then, point out the images and the flags for Morocco and Tunisia and the images you might want to say that Yanis is Moroccan but Reem is Tunisian.
- Read the directions aloud. Say, "Listen and write R for Reem and Y for Yanis."
- Play the audio two times for students to review their answers.
- Afterward, go over the answers with the class.
- Celebrate success! Acknowledge and praise students for their efforts and correct answers.

Answer Key:

1. Tunisian : R
2. Likes running: R and Y
3. Morocco: Y
4. Likes Concerts: R
5. Plays a musical instrument: R (the piano)

C. Unscramble the Questions

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

Students will team up in pairs to put the words in order to make a question. This activity highlights the importance of teamwork, long-term rewards, particularly in language acquisition, communication, and other soft skills.

- **Partner Collaboration:** Have students work together in pairs to promote teamwork and learning from each other. Pairwork also ensures that all students have opportunities to practice English during the lesson.
- **Task Explanation and Modeling:** Explain the task and show how to unscramble sentences as a class (modeling).

2. Listen and check your answers.

- Play audio recordings of the questions so that pairs can check their answers. Ask pairs Raise your hand if you got them all correct. If you got four correct, and so on. This assessment strategy will help the teacher and students assess their progress.
- **Reinforcement through Repetition:** Play the audio again for students to repeat, improving pronunciation and listening skills (more exposure).
- **Celebration and Positive Reinforcement:** Celebrate students' achievements with praise and positive reinforcement to boost confidence and motivation.

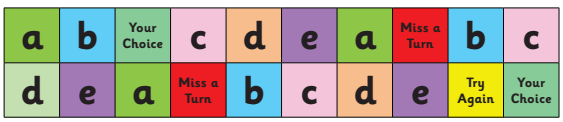
These steps help teachers create a structured learning experience focused on collaboration, individual practice, feedback, and reinforcement.

Variation Idea:

Photocopy and cut up the scrambled sentences. Pairs move the pieces of paper around to put the sentences in order. This is a tactile tip that can help students focus.

D. Game: Pick a Question

For optimal participation, consider arranging students into pairs or small groups based on their language proficiency or familiarity with the topic. This arrangement allows everyone to actively engage in the activity. Moreover, mixing proficiency levels within each group promotes peer learning, where more proficient students can provide support to their peers who may require assistance. This approach ensures a collaborative and inclusive learning environment.



- Put students in small groups. Point out the game board. Show how to play the game. Explain that the letters on the game board relate to the letters of the items in Exercise C. Point out an example. Say, "a" relates to question a: How many brothers and sisters do you have?
- Give more examples if you think appropriate.
- Make sure each group has an eraser, pen cap or some item to drop on the game board.
- As groups play the game, walk around to monitor their play.
- Close the activity by asking a few volunteer pairs to ask and answer a few questions in Exercise C.

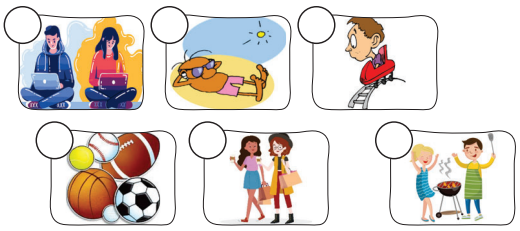
Classroom Management Tip

When you are monitoring and see a group that is very focused, praise the group. Tell the class - this group is using only English (or whatever you want to emphasize - very focused, really knows how to play the game, etc.).

Variation Idea:

- Have students stand and walk around practicing asking and responding to the questions with a different partner.

E. Write: Summer Activities



1. Match activities with the pictures.

Students will match pictures of activities with their corresponding written descriptions by listening to and repeating the vocabulary, and then work independently and collaboratively to complete the activity.

- Display the pictures and the activity sheet with written descriptions on the right side of the page.
- Read aloud the list of activities and have students repeat each one after you.
- Model the activity by doing a few examples with the class.
- Say, "Number 1 is 'go hiking.' Can you find the picture for hiking? (Point to the picture)"
- Directly instruct: "Write the number 1 next to the picture for hiking."
- Have students complete the activity independently by matching the remaining pictures with their descriptions.
- Then, have students pair up with a partner to compare their answers.
- Review the answers together as a class.
- Point to each picture on the list and ask students to say the activity in turn.
- Provide positive reinforcement for good pronunciation and offer constructive feedback if needed.

Expansion Idea:

- Put students into small groups. Have students take turns acting out the words in the activity list. Students try to guess which activity they're acting out.

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

The objective of this activity is to reinforce the concept of past tense in English and practice forming past tense verbs with a new partner.

- Remind students of the meaning of the past tense. Draw a timeline on the board showing the present and past tense.

Last Month Today

Past Tense Present Tense

- Point to the timeline and say, We can talk about the past in English. Who remembers how we make the past tense? (most times add -d or -ed to the verb).

- Write a few examples of past, tense verbs on the board. Listen-listened, walk-walked. Like-liked, dance-danced, go-went.
- Explain when we write-ed and when we write-d (when the verb has "e" at end). And explain that some are irregular past tense (went).
- Point out the list of verbs. Give students time to write the past tense for each verb then compare with a partner.
- Review the answers with the class. Say the verbs in the present and past tense and have students repeat.

F. Speak

Work in a small group. Ask questions to find out what your classmates did this summer. Write five things that everyone in the group has in common. This activity's objective is to practice using the simple past tense while encouraging students to engage in conversation and identify shared experiences. Teachers might follow these steps:



1. Write "Last Summer" on the board and review the concept of summer, including the months of vacation. Prompt students to share what they did last summer using the simple past tense. Model the activity by sharing a few examples on the board.
2. Give students time to recall activities they did last summer, using the simple past tense. Then, divide them into groups of four.
3. Write the question "What did you do last summer?" on the board. Instruct students to ask each other this question within their groups, focusing on using the simple past tense, and to identify five activities they all did.
4. Circulate around the classroom to monitor group discussions and provide support as necessary. Ensure students are using the simple past tense correctly and collaborating effectively.
5. Conclude the activity by having each group share with the class the five activities they all did last summer. This reinforces the use of the simple past tense and allows for reflection on shared experiences within the class.

By following these steps, teachers can create an interactive learning environment where students practice using the simple past tense while engaging in meaningful conversations about their past experiences.

Variation Ideas:

Task 1: Students will construct a timeline of past summers using the simple past tense.

- Students individually recall significant events from past summers, optionally jotting down brief notes.
- Divide students into small groups, considering language levels or other criteria.
- Each group creates a timeline on a large sheet of paper, using the simple past tense for event descriptions (verb past form only).
- Groups engage in discussions about each event, practicing the use of the simple past tense.
- The teacher monitors groups, providing guidance on tense usage as needed.
- Groups present their timelines to the class, sharing anecdotes and descriptions of events.
- Reflect on shared experiences, emphasizing the effectiveness of using the simple past tense.

This activity offers flexibility for the teacher's creative input, encouraging student engagement and collaborative learning.

Task 2: Make the exercise like a contest. Have the groups see how many activities they had in common last summer. The group with the most wins.

Lesson 2 Welcome back to school!

Objectives

Students will...

- Follow classroom instructions and describe the location of classroom objects.
- Use English they learned last year.

Note: Red text below is teacher instruction

Warm up

- First, review classroom objects. Point to things around the room (desk, chair, table, door, window, clock, flag, book, notebook, pencil, pen, marker, board, paper, bookshelf, etc.) and elicit the word in English. Keep reviewing the words until students remember and are confident at saying the words.
- Next, play Password to practice classroom objects. Say, I'm going to say clues. You shout the word.
- Begin the game. Give the clues for classroom objects and act them out for additional support. Have students say the word aloud. You can make it a game by dividing the class into two groups and have the groups compete against each other. The group that says the word first, gets a point.
- Clues: **Book**: This is something we read. **Paper**: This is white. We write on it. **Desk:** Students sit at this in the classroom. **Chair:** We sit on this. **Table:** We eat on this. **Door:** We open and close this. We walk through this. **Window:** We open and close this. We see through it. **Clock:** We see the time with this. **Flag:** Our country has this. It's red and green. **Notebook:** We write in this. **Pencil:** We write with this. We can erase it. **Pen:** We write with this. We can't erase it. **Marker:** We draw with this in many colors. **Board:** Teachers write on this. **Bookshelf:** We put books in this.

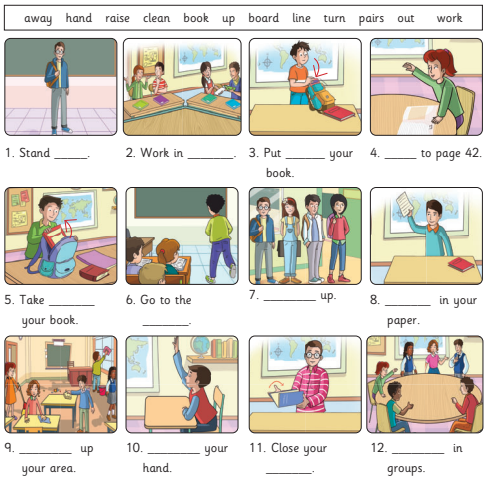
Teaching Tip:

Since this is Middle School Year 2 of English, students may need a review of Middle School Year 1 words. Before starting an activity, it is important to review the words that students need to know to do the activity successfully. Taking time to review the words ahead of time will help the students be more successful. The following activities will help students quickly review Year 1 English words before starting new activities.

1. **Flashcards:** Create and use flashcards for quick review.
2. **Word Walls:** Display Year 1 words prominently in the classroom.
3. **Word Bingo:** Play Bingo with Year 1 words and definitions.
4. **Scavenger Hunt:** Hide words around the room for students to find and define.
5. **Word Puzzles:** Create crossword puzzles or word searches.
6. **Word Sorting:** Have students categorize words based on shared characteristics.
7. **Charades/Pictionary:** Act out or draw Year 1 words for classmates to guess.
8. **Interactive Games:** Use online platforms like Kahoot! for engaging quizzes.
9. **Word Association:** Create visual webs connecting Year 1 words to related concepts.
10. **Peer Teaching:** Assign students to teach their classmates assigned words.

A. Vocabulary: Classroom Language

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



- Point out the pictures and the word bank.
- Model the activity by doing two items with the class. Point to the first pictures and ask, Which word goes here? (up). Write the phrase stand up on the board and tell students to complete the phrase.
- Have students complete the activity on their own then compare answers with a partner.
- Celebrate success: Praise students for effectively completing the task.

2. Listen to check your answers.

- Review the answers together with the class by playing the audio. Then, say the phrase aloud and have students repeat after you. See Answer Key in the script if you want.
- Close the activity by asking students to act out the classroom instruction as the rest of the class says them aloud.

B. Teacher Says!

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

This activity's objective is to reinforce students' ability to follow instructions through participation in the interactive game "Teacher Says," while fostering leadership and teamwork skills within small group settings.

- Review the rules for the game.
- Model the game before students play it in groups. Say, When I say Teacher Says, you do the action. If I don't say Teacher Says, then don't do the action.



- Begin the game. For example, Teacher says stand up. Teacher says line up. Teacher says open your book. Raise your hand.
- For the last command, the students who raised their hand should be out of the game. Continue a few more rounds until students understand how to play the game.
- Divide the class into small groups. Students take turns being the "teacher" and saying the commands.
- Walk around and monitor their game play.
- Close the activity by asking the class to show you various commands.

C. Who Says It?

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

The objective of this activity is to reinforce understanding of common classroom phrases and improve students' ability to identify who typically says them in a classroom setting. Teachers can implement the following steps:

- Have students look at the classroom phrases. Review the directions for the activity by saying them aloud.
- Model the activity by doing a few of the items with the class. Say, Who says Excuse me. I have a question? (student). Model how to write S next to that phrase.
- Guide students to annotate each phrase with "**T**" for teacher, "**S**" for student, or "**B**" for both, indicating the usual speaker.
- Encourage students to engage in the task independently or in pairs, fostering active participation.
- Check the answers with the whole class. Address any discrepancies or queries that arise.
- Offer constructive feedback and provide clarification where necessary, ensuring comprehension among students.
- Stimulate further practice and reinforcement of classroom language skills through interactive exercises like role-playing scenarios or alternative activities.

Answer Key:

S Excuse me. I have a question.	S I need an eraser.
T Please take out a pencil.	B I'm sorry I'm late.
S What page are we on?	S I don't understand.
S Can you repeat that?	T Please stop talking.
S How do you spell that?	S Can you speak more slowly?
S I forgot my homework.	T Write your name on the paper.
T Raise your hand please.	S Can I go to the restroom?
T Come to the board.	

D. Write & Speak



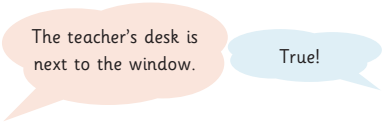
1. Write 4 True/False sentences about the classroom. Use **prepositions of location** from the word bank.

This activity aims to help students recycle/ learn prepositions of place, focusing on objects in the classroom. They will write four true or false sentences about these objects, following the teacher's example. Here are some steps to follow:

- Review the meaning of the prepositions of location in the word bank. Use an object to show the meaning. For example, put a pencil above the table, below the table, next to the table, in front of the table, behind the table, on the table, in a desk, between two desks. For each action, use the preposition in a sentence. (The pencil is above the table.)

- Read the directions aloud. Model the activity by saying and writing true and false statements about some classroom objects. Ask students which are true and which are false.
- Have students write four true or false statements about the location of classroom objects in the picture. Monitor their work.

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



Students will apply their understanding of prepositions of place by reading sentences describing the location of classroom objects to a partner. The partner will respond with "True" or "False" after visualizing the scene with their eyes closed.

- Pair students. Give students 30 seconds to study the picture again before starting the game and closing their eyes.
- Tell students to take turns reading their statements to each other and closing their eyes. Tell the person who closes their eyes to listen to the statement and say True or False.
- Walk around to monitor their work.
- Close the activity by asking a few students to read one of their statements to the class. The class responds with True or False.

E. English Review Game!

This activity reviews game rules and prompts through collaborative brainstorming, then proceeds to group gameplay monitored by the teacher, concluding with a class-wide task review. These are some of the steps to follow:

- Review the rules of the game and the tasks in the squares. Elicit a few ideas for each task.
- Divide the class into groups of 4-6 students and provide an eraser or a coin for each group.
- Instruct students to play the game. Walk around and monitor their game play.
- Close the activity by reviewing the tasks aloud with the class.

How to Play

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

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

Variation:

- Play the game with the whole group. Divide the class into two groups. Put the game on the board so that all students can see it.
- Call a player from Team 1 to the front. He or she closes her eyes and points to a square. He/she answers the question. Her team can help. Take turns. A different team member (and alternating boy-girl) should come to the board each round.

Classroom Management Tip

Give roles to students, whether they are playing the game in small groups or with the whole class. You can ask one student to be the timekeeper. Another can be the score keeper. Another can be the «get back on tasker»! Assigning roles can help to maintain order and also motivate students by giving them responsibilities.

Unit: Welcome Back!

AUDIO SCRIPTS

LESSON 1

Exercise B

Narrator: Listen to the conversation. Write "R" for Reem and "Y" for Yanis.
Reem: Hi, I'm Reem. What's your name?
Yanis: Nice to meet you. My name is Yanis.
Reem: Where are you from. Yanis?
Yanis: I'm from Morocco.
Reem: Welcome to Tunisia, Yanis. What grade are you in?
Yanis: I'm in the 8th grade.
Reem: Oh, me too. What do you like to do in your free time?
Reem: I like to play the piano. I also like running.
Reem: So do I! We have a running club here. Why don't you join?
Yanis: I will! Is there a music club?
Reem: I'm not sure. I don't play any musical instruments. But I love going to concerts.
Yanis: Me too.

Exercise C2

Narrator: Listen and check your answers.

a. How many brothers and sisters do you have?
b. What city are you from?
c. When's your birthday?
d. What do you do in your free time?
e. What's your favorite season?

LESSON 2

Exercise A2

1. Stand up.
2. Work in pairs.
3. Put away your book.
4. Turn to page 42.
5. Take out your book.
6. Go to the board.
7. Line up.
8. Hand in your paper.
9. Clean up your area.
10. Raise your hand.
11. Close your book.
12. Work in groups.

Unit 1: I want to be a graphic designer!

Theme: This unit is about occupations, job-related activities and personality traits.

Unit Overview

This unit is about identifying and describing different occupations. Students will discuss job-related activities and their likes and dislikes, as well as skills they are good at and not good at (yet). They will have an opportunity to match their skills and personality traits to various occupations. Students will also learn tips for interviewing. In Lesson 3 (DEAR), students will read a story about a boy helping a wild animal. Lesson 5 (Global Citizens) focuses on the skill of creativity in the context of solving problems. Students will read about teenagers who have created businesses that help combat climate change and think of their own ideas for businesses. The unit tasks include creating a job profile, interviewing an adult about his/her job, and creating a new company.

Learning Objectives Students will …

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



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

Lesson 1: My dad is a mechanic.

Talking about sports

- Jobs (cashier, computer programmer, hair stylist, etc.)
- Places people work (restaurant, salon, store, etc.)
- Job-related activities (help animals, give medicine, talk to people, create pictures, sell something, etc.)

Lesson 2: I love cooking!

Job activity likes and dislikes

- Grammar: like / enjoy / love + gerund (verb + -ing) I love singing. I don't like cooking. She enjoys drawing. He doesn't love working outdoors.
- More job-related activities (bake, cook, meet people, use a computer, work outdoors, etc.)

Lesson 3: Drop Everything and Read

Read for pleasure and respond

- Story about a boy who helps a wild animal and later becomes a veterinarian
- Students consider jobs they may like to have in the future

Lesson 4: Are you good at working with people?

Job skills

- Grammar: good at + verb I am good at drawing. She is good at doing group work. We are not good at talking to people. Are you good at cutting hair?
- Discussing dream job

Lesson 5: Global Citizenship and Fun Review

Read and discuss teenage business ideas

- Use creativity to discuss business ideas that can help solve environmental problems
- Use English I learned in this unit to complete review activities

Lesson 6: I'm friendly and good at math.

Personality traits and skills

- Personality traits (friendly, talkative, serious, responsible, etc.)
- Match profiles to job descriptions.

Lesson 7: Why do you want to work here?

Describing job skills and personality traits

- Job skills (Can you... build something; do research; draw; take care of children, speak English?)
- Tips for a good interview (smile, speak confidently, use eye contact, etc.)

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 1 Test
- Unit 1 Task-Choose one!
- Unit 1 Self-Assessment

SPOTLIGHT I want to be a graphic designer!

Objectives

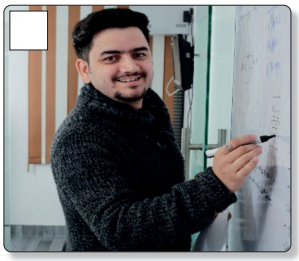
Students will...

- Activate their attention to learning vocabulary related to jobs.
- Listen to vocabulary related to jobs.

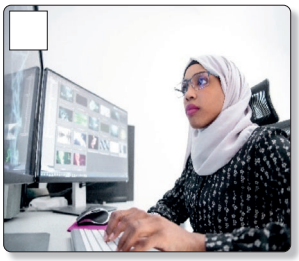
Activity objective: To engage students inthe unit theme of jobs and job activities.

- Begin the class by greeting the students and introducing the topic of jobs.
- Explain briefly that the unit will focus on exploring different jobs.
- Pose the question: What jobs do you know?
- As students respond, write down their answers on the board clearly, using a map or spider-like figure to organize the information.
- While keeping the brainstorm brief, encourage a diverse range of responses and refrain from passing judgment on any contributions.
- If a student mentions a job in their native language, acknowledge it and optionally inquire if they know the English word. Write the English word for the job on the board.
- Ask students to look at Spotlight. Point out the four pictures of jobs. Ask students which ones they named in the brainstorm.

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



teacher



graphic designer



doctor



chef / cook

- Say These are four jobs. Listen. Number the jobs people talk about.
- Play the audio. Stop after every person to ensure time to tick the correct answer.
- After listening to all of the speakers, elicit the answers. Ask What job does Speaker 1 have? Point to the corresponding picture when students answer.
- Say This unit is about jobs and job activities. We will learn how to talk about jobs and job skills.

This Spotlight activity aims to introduce the theme of the unit, stimulate discussion, validate students' knowledge, and create a welcoming atmosphere for exploring the world of professions (see more tips below).

Teaching Tip:
Brainstorming before the start of a unit or the introduction of new vocabulary is beneficial for many reasons. First, it helps students understand what the lesson will be about. This "hook" into the topic helps **activate their existing knowledge** about the theme. Second, it helps the teacher know the students' level. If the students don't know any words, or if the students know a lot of words, this can **help the teacher tailor the lesson** according to the students' needs.

Lesson 1 My dad is a mechanic.

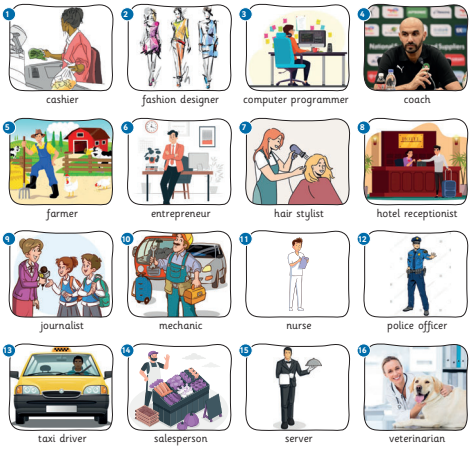
Objectives

Students will...

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

A. Vocabulary: Jobs

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

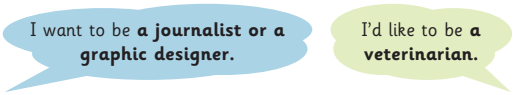


Activity objective: Enhance comprehension and communication skills through active listening, visual recognition, and repetition, reinforcing vocabulary related to various jobs or professions.

- Point out the pictures. Say These are more jobs. Listen and point.
- Play the audio. Hold up your book and point to the pictures as each word is said.
- Gesture the meaning of again and Say I'm going to play it again. Listen and repeat the words. Then play the audio again.

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

Activity objective: Hone speaking skills and give students a quick chance to personalize use of job-related vocabulary, and solidify the proper use of articles 'a' or 'an'.



- Model the dialog in the speech bubbles. Read the two speech bubbles as if you were two different people. Write on the board: I want to be a/an _____. Remind students that we use a in front of nouns with consonant letters (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z) and an in front of nouns with vowel letters (a, e, i, o, u, sometimes y)
- Then, do a repetition drill with the sentence and the jobs. Say the sentences, have students repeat. Remember to use a or an in front of the different jobs. I want to be a cashier. I want to be an entrepreneur.
- Next, write these sentence frames on the board: A: What job do you want? / B: I want to be a/an_____.
- Put students in small groups or pairs. Have students ask and respond to the question using the sentence frames on the board.
- Monitor student progress, provide targeted support when needed, and promote peer learning and collaboration.

B. Act and Guess



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

- Model the activity by acting out a few of the jobs in A. Say, Watch and say the word.
- Act out the words cashier and server. Elicit the words from the class.
- Pair students to do the activity. Walk around to monitor their pair work.
- Monitor the session, highlighting the humorous aspects of the charade.
- Involve as many students as possible in the activity. If there is time, have students change partners to continue the activity.

Classroom Management Tip

In large classes, pair work is a highly effective way to ensure all students get a chance to play a game and practice language, rather than remaining passive as the teacher and only some students talk in a whole-class activity. To make pair work successful, especially in large groups, keep these principles in mind:

Selecting Pairs: Always make sure every student has a partner. When you have an odd number of students, you will need to make one group a three (a trio). Where possible, have students work with different partners throughout a lesson (not only the person in the seat beside him or her). For example, you can have students in even rows turn to the student behind. Or you can have students move seats to find a new partner.

Provide clear instructions: Before starting, model the activity with a student so that the whole class can see and hear what to do. Provide a sentence frame on the board when needed.

Pay attention to starting and stopping the activity: Students need to know when to start and stop. Following the activity model, remind students of how long they have. If possible, use a virtual timer that everyone can see. Then use a gesture and say Please start. Remind the students when they have one more minute remaining. Then position yourself at the front of the room. Pick a strategy that you use consistently to get everyone's attention. Here are a few examples:

I clap You clap: From the front of the room, say, gesture, and clap: I clap once. You clap once. As students see and hear you, they will clap with you. I clap twice. You clap twice. I clap three times. You clap three times. Usually, you will get students attention by two claps. The first time you try technique, you may need three claps.

Hand raise (Give me Five): Raise your hand high. When students see you, they stop talking and raise their hand. As more students see what is happening and raise their hands, the class will quickly become quiet.

Countdown: From the front of the room, begin counting down backwards. 10-9-8... As students notice you, gesture for them to join you. Usually, starting from 10 works well.

Rhyme: From the front of the room, getting eye contact with students, say in a soft voice and gesture One-two eyes on you. One-two-three eyes on me. Repeat, gradually getting louder, until all the students look at you.

C. Look and Write

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

- Point out the pictures and say the words (field, salon, kitchen, store, restaurant, car repair shop, office, hotel). Have students repeat.
- Next ask, Who works in these places? Write a job from Exercise A.
- Give students time to write the words. Then have pairs compare answers.
- Review the answers by asking students to say the sentences aloud.



- Teachers guide learning, occasionally focusing on pronunciation without inhibiting students.

Teaching Tip:
When time allows, have different students read their answers aloud for the class. This gives students more opportunities to use English. It also holds students accountable for doing the exercises in class.

D. Speak

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

2. Read the web page. Tick the activities that are mentioned.comes BEFORE the box (but after the webpage)

- Write the sentence frames on the board: A: What jobs do people in your family do? / B: My _____ is a/an _____. He/She works in a _____.

Real World English
veterinarian = vet

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

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

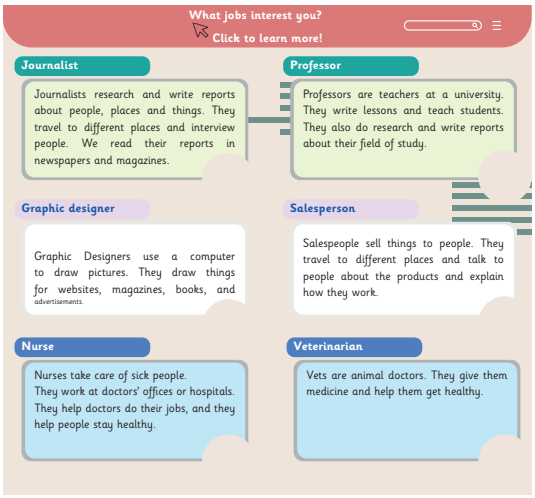
- Next, model the activity by having different students ask you the question. Respond using the sentence frame, telling them about the jobs of several family members.
- Pair students. Pairs use the sentence frames to talk about the jobs of their family members.
- Close the activity by asking a few students to tell about their family members' jobs.
- After closing the activity, celebrate success by applauding students' participation and engagement in discussing their family members' occupations.

E. Read

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

- Write the words website and web page on the board. If possible, pull up a website for various jobs to activate their prior knowledge.
- Point out the mock "website" page in the student book. Ask: How many jobs does the website have? (6) Which jobs are there? (journalist, professor, graphic designer, salesperson, nurse, veterinarian) What is the purpose of this web page? (to explain different jobs)

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

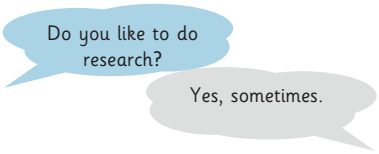


- Point out the activity list in the box. Review the activities. Use gestures or pictures to get the meaning across.
- Say, Read the web page and tick the activities in the web page. Tick the activities you read.
- Give students time to read the webpage and tick their answers. Walk around to monitor their reading.
- Pair students and have them compare their answers. Then, review the answers with the class. Ask, Did you tick "help animals?" Did you tick "give medicine?" Etc.

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

- Point out the example. Say, Who helps people? Let's look at the webpage in Exercise E. Skim the webpage in Exercise E with the students. Say, We know that journalists, teachers, salespeople, and nurses all help people.
- Tell students to work individually or in pairs to complete the rest of the exercise.
- Review their answers together. Ask, Who teaches people? Who takes care of sick people or animals? Who uses a computer? Etc.

F. Speak



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

- Point out the form. Write the question stem on the board: Do you like to _____.
- Model the exercise by asking a student to interview you. Have the student ask you all the questions on the form. Create a Yes/No/I'm not sure column on the board. As you answer the questions, have the student you are modeling with tick the column on the board.
- For the Your Choice questions—elicit some ideas from the class. Point out the skills in Exercise E to use for questions.
- Then, elicit a suggestion (the last part of the interview form) from the class.
- Pair students. Say, Take turns interviewing each other. Tick the boxes and make a suggestion.
- Walk around to monitor their interviews. Close the activity by asking some students to share their suggestions for their partners. Ask, What job is good for your partner?
- Celebrate success by applauding students' participation and engagement in doing the task.

Lesson 2 I love cooking!

Objectives

Students will...

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

Warm up

- Review the jobs from Lesson 1 by playing a short game. Here are the steps:
- Divide the class into small groups. Each group should have a piece of paper.
- Give a clue (see below) about a job. Working at the same time, all of the groups decide on the answer and write it on a piece of paper. When a team has a written answer, the team holds it up high. The teacher checks the paper. If it is incorrect, tell the group, "Try again." Continue to circulate, giving feedback to the groups. When a group's answer is correct, tell the class we have a winner and have the team to share the answer with the class (or write it on the board). Give the team a point. When time is up, the team with the most points wins the game.

  Job Clues: This person works in a field. This person works in a restaurant. This person works at a store. This person works in a car repair shop. This person works in an office. This person works in a hotel. This person helps animals. This person helps people in a hospital. This person writes news stories. This person creates pictures. This person drives a car. This person teaches students. This person gives medicine. This person sells things. Etc.

Note about time management: The warm-up provides students with chances to review jobs from the last lesson. If you are concerned about time, the Jobs Chant in Exercise A also focuses on jobs. Depending on your students' needs, you may choose to skip the warm-up game and use Exercise A as both the warm-up and the introduction to the day's lesson.

Job Hunt:

Enhance understanding of Lesson 1 jobs by conducting a "Job Hunt" activity. Students work in pairs, with one student providing clues about a profession while the other guesses. Clues can include characteristics, tools, or responsibilities associated with the job. For instance, for a chef, clues might be «uses knives and cooks food.» The pair with the most correct guesses within a time limit wins. This activity can foster teamwork and vocabulary reinforcement.

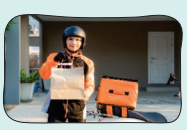
A. Jobs Chant

Listen and clap. Then listen and repeat.

- Point out the pictures and the chant. Say, Read the chant and draw a line from the parts of the chant to the pictures. Check their answers.
- Next say, Listen and clap.
- Play the audio. Clap along to the beat. Then say, Listen and repeat. Play the audio again and have students read along with the chant.







What do you do?
I'm a cook. How about you?
I'm a delivery boy and a student, too.
What does she do?
She's a graphic designer.
She likes creating menus for the Downtown Diner.
What does he do?
He teaches at a school.
He loves helping people.
Yeah, the students are cool!







B. Listen

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

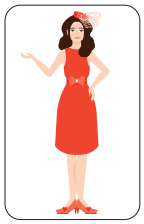
- Point out the pictures of people and the job list below. Say, Listen. Which job is good for each person? Write the number.


1. Imane


2. Stefanie


3. Reda


4. Abdelkader


5. Rena


6. Idir

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

- Model how to do the exercise by doing the first item with the class. Play the audio and stop after the first person. Ask, Which job is best for Imane? (chef/cook). Show how to write the number 1 in the chef/cook box.
- Continue playing the rest of the audio. Stop after each person to give students time to write the number.
- Replay the audio entirely for students to check their answers. Say, I'm going to play it again. Check your answers.
- Have pairs compare their answers then review with the class. Ask, What job is good for Stefanie?

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

This activity is a listening challenge where students use clues to guess who is being described, boosting their ability to listen for details.

- Say, I'm going to play it again. Which person does the phrase describe? Write the person's name.
- Demonstrate by doing the first item with the class. Play the audio and stop after the first person. Ask, What does Imane enjoy? (making desserts/delicious desserts). Where can we write her name? Write Imane next to item 3, likes making delicious desserts.
- Continue playing the rest of the audio. Stop after each person to give students time to write the letters next to phrases.
- Have pairs compare their answers then review with the class. Ask, Who enjoys working outdoors? (Idir) Who loves making people feel happy? (Reda) Who enjoys driving? (Rena) Who loves helping hurt animals? (Stefanie) Who likes meeting new people? (Abdelkader)
- Celebrate success by applauding students' participation and engagement in doing the listening task.

C. Grammar in Context

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

- Point out the phrases in Exercise B (enjoys working outdoors, likes making delicious desserts, loves helping hurt animals, etc.) Ask, What do you notice? Point out the **verbs in the -ing** form and the words enjoys, likes, loves.
- Write the formula on the board: like/enjoy/love + _____+ing.
- Say, We use the -ing form of the verb when we say like, enjoy and love.
- Elicit the answers to the grammar chart (loves, doesn't enjoy, making).

2. Complete the sentences.

Objective: Students will complete sentences to demonstrate they can use the like+verb(ing) form and actively engage in group participation by reading aloud and following modeling instructions.

- Point out the sentences. Demonstrate how to do the exercise by doing the first item together. Ask, What do we write here? (working).
- Give students time to complete the rest of the items. Review the answers with the class. Have students read the answers aloud.
- Say, "Alright! Let's model some loud reading! Here we go", "I'll read the sentences aloud first, using lots of expression. Then, let's all try reading them dramatically together!"
- Say, Now, it's your turn! Follow along and really put some energy into it. Don't worry about making mistakes, just have fun with it!

Expansion Idea:

Have students respond to the sentences in Exercise C. Have pairs ask each other questions based on the items. Write the following sentence frames on the board:

A: Do you enjoy / like / love _____ing?

B: I enjoy / like / love / don't like _____ing.

Demonstrate how to do the task. Have the students ask you the questions using the items in Exercise C. Do you like working with other people? Do you like doing research? Do you enjoy working individually? Do you like traveling to other countries? What do you like doing in your free time? Do you love helping classmates use their computers?

D. Write

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

- Point out the phrases in the chart. Review each one. Use gestures or pictures to remind students of the meanings.
- Point out the examples. (I enjoy working with animals. My mother doesn't like traveling.)
- Demonstrate how to do the exercise by writing a few more examples about your own family and friends on the board. Then, give students time to write their sentences. Walk around to monitor their work. Remind them to add the -ing form of the verb.
- Ask a few students to either read or write their sentences on the board. Review how to write the gerund form (verb + ing).

E. Speak

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



- Point out the **Real World English Box** and the speech bubbles. Practice the speech bubbles with the class.
- Write the following sentence frames on the board:
- A: Do you enjoy / like _____ing?
- B: Yes, I do! / No, I don't.
- Pair students. Say, What do you like doing? What does your family like doing? Ask your partner.
- Model the conversation with one or two students. Tell pairs to being.

Working with in pairs allows students to practice asking and answering questions clearly, actively listening to their partner's responses, and engaging in a basic conversation.

Lesson 3 DEAR: Drop Everything and Read

Objectives

Students will...

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

A. Preview

This preview activity aims to activate students' prior knowledge (schemata) by providing compelling clues. This will capture their attention and build anticipation for the upcoming DEAR story, motivating them to engage with the reading.

1. Discuss the questions.

- Show pictures of animals. Ask: Do you like animals? What animals do you like? Write the animal names on the board.
- Write the word Wild Animals and Pet Animals on the board. Elicit the difference between the two types and list a few examples (Wild—bears, tigers, etc. Pets–dogs, cats, etc.) Discuss where they see wild animals.

2. Look at the pictures from a story. What is the story about? What do you think will happen in the story?

- Point out the pictures from the story. Ask, What do you see? What is the story about? What will happen in the story?
- Remember to say, there are no right or wrong answers. Just share what you think! This is to create suspense.





B. Listen to the story.

- During the read-aloud session, infuse the story with enthusiasm by using varying vocal tones and expressive gestures that reflect the story's emotions and dynamics. Change the pace, volume, and pitch of your voice to engage students' attention and effectively convey the story's subtleties. Differentiating voices for different characters can make the narrative more immersive and fun for your students. Encourage students to observe gestures and facial expressions, bridging visual and auditory cues for enhanced comprehension.
- Pause at significant points to focus students on the pictures and predict what will happen next. You can also ask about how characters in the story feel, etc. These meaning-making questions can foster a more interactive reading experience that supports students' understanding, while also modeling the cognitive process for learners.

C. Read the story while you listen.

The objective is to boost language learning by having students read while listening, strengthening their understanding of spoken and written language structures. Steps:

- Guide students to read along with the text while concurrently listening to the teacher or an audio recording.
- Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of how the English language is chunked.

D. Retell the Story

This activity fosters language engagement by prompting phrase repetition and story retelling, important for memory boosting. Pairing students encourages collaborative learning, enhancing comprehension and fluency development through peer interaction.

- Point out the phrases in the box. Read the words and have the students repeat after you.
- Pair students. Say, Use these phrases to tell the story. Demonstrate how to do this by retelling the beginning of the story by using the phrases. For example: One day, Itri was walking home from school. In the snow he saw a sick deer. He carried the deer to his house...
- The task is a bit new to them, so more scaffolding is needed, especially for those students with learning difficulties. You might want to use flashcards, stick them on the board, and encourage students to follow the progression of the story. Be inclusive.

E. Discuss the Story

- Point out and read the questions in the boxes. Be sure students understand the questions.
- Put students into groups. Say, Discuss two questions. Walk around to monitor their discussion.
- Close the activity by asking a few groups to share what they talked about.

F. DEAR at Home

- Tell students that in this English course, **they will read at home for 10 to 15 minutes** three to days a week. Tell them that to achieve a goal like this, it is important to plan.
- Work with the students through the form:
    1) Have students write their goal. Ask everyone to share how many days a week they will read by holding up their fingers with the number of planned days.
    2) Have students plan the days they will read by ticking the days and writing in the times. Ask a few students to tell you what days they will read and for how many minutes. Write sentence frames to help students respond: I will read on ___, ____, and _____. I will read from _____ to _____.
- Say, You will keep a notebook at home. Write the dates and amount of time you read. You will show it to me every week. Elicit some examples of how to write an entry in a "DEAR at Home" notebook. Write them on the board.

    If you have English books in your classroom or school library, give each of the students two books. Ask them to choose the one they want to read. Remind them that they should be able to understand most words with the help of pictures. Monitor and help students in choosing books.
- Collect the books that the students did not select.

Lesson 4 Are you good at working with people?

Objectives

Students will...

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

A. Listen: Career Fair

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

Activity Objective:

Activity Objective: Students will simulate attending a career fair by actively listening to people talk about their jobs. Students will demonstrate comprehension by completing a graphic organizer (or "notes") for each profession, focusing on key details like: Job, where they work, job duties, skills, and job likes and dislikes. Some steps:

1



Job: Flight Attendant
Where they work: At the airport and on an (a) _____
What they do:
Help the (b) _____
Keep people (c)_____
Help with bags and serve (d)_____ and drinks
Skills:
Good at (e) _____ to people
Good at staying calm in emergencies
Enjoys:
(f) _____ and visiting new places
Doesn't like:
(g) _____ for a long time

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

- Show pictures of career fairs. Say, Career is another word for job. People go to a career fair to find a job. People tell about their job.
- Point out the picture. Say, These students are at a career fair. They are asking people about their jobs.
- Point out the notes. Ask, How many people will we listen to? (two) Look at the pictures. What jobs do they do? (flight attendant, tour guide). Say, Let's listen to the conversations and complete the notes. Show students where in the student book to write notes. Say, Read the notes. Guess what words you will hear. Give students a minute to read the first section. You do not need to check students' predictions but giving them time to make predictions is a good practice that will help students prepare to listen.
- Play the audio for the first job.

Teaching Tip:
For this listening, which has two clear parts, play only the audio for the first job. Allow students to check their answers together. Quickly confirm answers by writing them on the board (or have students write them). Then play the audio for the second job. This "chunking approach" will help students feel more success throughout the activity.

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

- After listening to audio for the first job, give students a quiet moment to finish writing their notes.
- Tell the students they will check their answers in pairs. Put the following questions on the board: Where does he/she work? What skills does he/she have? What does he/she enjoy? What doesn't he/she enjoy?
- Model one or two examples with the class. Point to the question on the board and ask, Where does she work? (at the airport and on an airplane)
- Tell students to use the questions on the board to check their answers in pairs. Walk around the classroom to monitor.
- While monitoring, if you noticed some students struggling, play the audio again. Then have students write their answers on the board so that everyone can confirm their answers.
- Follow the same procedure for listening about the next job.
- After the students finish checking their answers, write the following sentence frames on the board:

The _____ job interests me because I like to _____.

- Tell pairs to take turns asking and answering the question. Encourage them to use the sentence frames on the board.
- Monitor students' work and encourage all students to talk. **Be inclusive!**
- If time permits, invite two to four boys and girls to share the job that interests them most with the class.

2



Job: (a)_____ in Morocco
Where they work: In the (b) _____
What they do:
Take people on (c)_____.
Show famous places and explain the (d)_____
Skills:
Good at (e)_____ to people
Good at (f)_____ the history of the places
Likes:
(g)_____ people from around the world
(h)_____ people her favorite places.
Doesn't like:
Working on the (i)_____.

B. Grammar in Context

1. Look at the notes in Exercise A. Circle examples of what people are good at.

- Write good at + verb(ing) on the board. Ask students to find all the examples of this structure in Exercise A and to circle them. (Good at talking to people, Good at staying calm in emergencies, good at explaining the history of the places)

2. Fill in the missing information in the grammar box.

- Review the information in the grammar box. Say, Complete the missing information in the box. Review students' answers. Read the sentences aloud and have the students repeat after you.

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

- Point out the jobs and skills chart. Demonstrate the exercise by doing the first item with the class. Say, Let's look at the Skills column. What do we write for a? (selling). Say, Now let's look at the jobs column. In which job do you need to be good at selling things? (salesperson). Let's write "a" next to "salesperson."
- Have the students complete the rest of the items on their own and then compare their answers with a partner.

4. Listen to check your answers.

- Tell students to listen to check their answers. Play the audio. After, ask students to show with their fingers how many they got right.
- Celebrate success by applauding students' participation and engagement in doing the tasks.

C. Speak

1. Think about things you like to do and things you are good at. Write down your dream job.

- Demonstrate how to do the exercise. Make a T-chart on the board. In the left column write, things I like to do. In the right column write, things I'm good at. Make a list of a few things in each column. Then say, My dream job is to be a _____.
- For example: Things I like to do: travel, meet new people Things I'm good at: talking to people, making people feel comfortable. My dream job is to be a flight attendant.
- Give students time to make their own lists and complete the sentence: My dream is to be a _____. Walk around to monitor their work.

2. Work in pairs. Ask questions. Then, guess your partner's dream job. Use the questions ….:

- Point out the picture of the two students talking and the speech bubble. Say, You are going to ask questions and find out what your partner's dream job is.

- Pair students. Tell students to ask the questions in the book to guess their partner's dream job. Walk around, help and monitor their pair work.
- Close the exercise by having the class ask a few questions to a few students and guess what their dream job is.

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

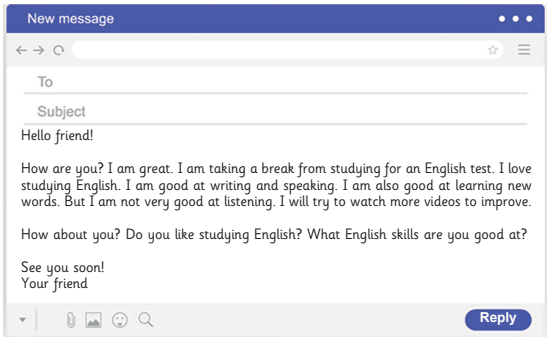


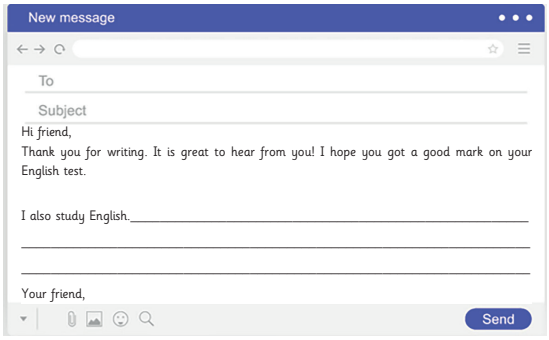
D. Write

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

Activity objective: Students will explore the concept of online friends and practice writing an email using gerunds ("good at + verb-ing") to describe their strengths and weaknesses. This activity will also introduce them to the rhetorical aspects of email writing, an increasingly important skill in today's world. Some steps to follow:

- Explain the context. Say, Online friends often write to each other. Online friends often come from different countries so they use English to communicate.
- Point out the email. Tell students to read it individually first, then ask a few students to read one or two sentences.
- Ask comprehension questions such as: Does this person like studying English? (yes) What is the person good at? (writing, speaking, learning new words) What is the person not good at? (listening). What does the person want to do to improve? (watch videos).
- Next say, You are going to write an email back to the person. What are you good at? What are you not good at? Complete the letter.
- Write the good at + verb(ing) structure on the board. Say, Remember to use this grammar in your sentences.
- Give students time to write their sentences. Have pairs read their letters to each other.
- Close the exercise by asking a few students to read their letters to the class.
- Do not pay much attention to errors. Take notes for later intervention or remedial work, including pronunciation, unless the errors hinder comprehension for their good work.





Lesson 5 Global Citizenship and Fun Review

Objectives

Students will...

- Use their creative ideas to help the environment
- Use langauge learned in the unit to complete review activities.

Warm up

This warm-up activity will introduce key vocabulary ("globe", "global", "citizen") while activating prior knowledge about the world and setting the stage for learning about global citizenship.

- Write the word globe on the board. Show a globe (or a picture of one) to the students. Say, This is a globe. What does it show? Elicit answers such as: It shows all the countries in the world. It shows the oceans, big lakes, and mountains. Write the word global on the board. Say, Global means in this world.
- Write the word citizen on the board. Say, A citizen is a person. We are citizens of Morocco. But we are also citizens of this world. We are Global Citizens.
- You could ask students what they already know about global citizenship to further activate their prior knowledge.
- Say, In Middle School Year Two English, we will learn more about the world and how we can be good global citizens. You will be aware of the wider world and have a sense of your roles in it.

Global Citizenship

A. Read

- Write the words Teen, Business, Awards on the board. Elicit the meanings of the words then explain the meanings. Say, A teen is a young person aged 13-17. A business is a company. They make something and sell it. An award is like a prize. We get awards when we do well in something or when we win something.
- Then, ask students to find Australia on the globe. Say, In this Global Citizens lesson we will learn about some teens from Australia and the awards they got for their business. Let's read.
- Read the blurb on the Teen Business Awards in Australia. Ask comprehension questions such as: Which country is the Teen Business Awards in? (Australia) Who is it for? (kids 10-18 years old) What can they win? (prizes and money) What do the kids do? (create businesses that make the world a better place).



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

B. Listen

1. Look at the teenagers' companies. What do you think they do? Discuss with a partner.

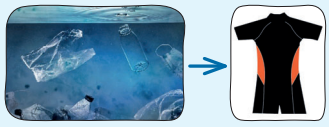
- Point out the pictures of the teen businesses.
- Pair students and say Look at the teenagers' companies. What do they do? Give students time to discuss their ideas.

Useful Vocabulary
companies = businesses

2. Listen and complete the missing information. Check your answers with a partner.

- Say, We are going to hear about these teens' business. Let's listen. Write the missing information.
- Play the audio about the first company. After the first time through, play the audio again. Say, I'm going to play the audio again. Listen and check your answers. When the audio finishes, give students a quiet moment to finish writing their answers.

Olivia Lorenz and Myla Tucker
11 years old



1. Name of Company: Cinnamon Cove
Problem: (a)_____ in the ocean
Product: (b)_____
What is special about it?
They are made of (c) _____ from the ocean.

Luke Humphrys, 15 years old



"a landfill"



2. Name of Company: Rusty Recycle Art
Problem: a lot of (a)_____ in landfills
Product: (b)_____
What is special about it?
He takes metal from (c) _____ and makes art from it.

- Pair students to compare their answers. Then, have students read the information they have on each business.
- Repeat the same process for the second company.
- You might consider replaying the audio for students who want to double-check their answers or those have difficulties.

C. Creative Ideas to Prevent Climate Change

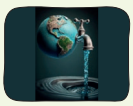
Work in a small group. Complete the three tasks.

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

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

2. Both companies help stop climate change! Why is it important to help stop climate change? Share your ideas with your group.

3. Below are some problems that cause climate change. Pick a problem your group wants to help solve. Your group can use one of the problems below, or choose your own idea.

Too many plastic water bottles	Metal and furniture in huge landfills	Not enough water	Your idea of a problem
			

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

- Point out the questions and sentence frames. Say, Read the questions and complete the sentence frames. Give students time to do the first two tasks on their own.
- Then, divide the class into small groups. Have them discuss their answers to the questions.

- Next, point out the three problems listed (too many plastic water bottles, metal and furniture in huge landfills, not enough water). Read the directions aloud. Say, You can choose one of these three problems or think of your own idea. Then, your group will think of business ideas to help solve the problem.

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

- Point out the "How to be Creative" note and read the ideas. Say, All ideas are OK!
- Give students time to choose a problem and think of ideas for a company. Depending on your timing for class, give an appropriate time limit for students to think of ideas.
- Then, ask groups to share their ideas either with another group or with the whole class (depending on class size and time).
- Capture key points from each group's discussion on the board. Be sure to acknowledge and encourage all contributions **(Be inclusive!).**

Variation Idea:
Instead of having small groups do the task, have the whole class agree on one of the problems and do this task together as a class. Brainstorm ideas with the students and write them on the board.

Teaching Tip:
Designating time limits and letting the students know how much time they have is important. It helps students know how in depth they can go into each activity or discussion. It also helps keep the class on track throughout the lesson. Giving updates on how much time is left helps students pace themselves. You can say things like: You have 5 minutes for this activity. / You have 1 more minute. Remember at this level, activities are often short because students do not have a large lanugage resource to keep conversations going. So, at this level, be careful not to give too much time for discussion activities.

Fun Review

Game: Find Someone Who.....

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

- Review the directions and model the question and answer in the speech bubbles (Do you enjoy cooking? / No, I don't. Do you know a farmer? / Yes, I do. Do you have a family member who is a nurse? / No, I don't.)
- Review the items in the form. Explain that for the last one "Your Idea" they need to write their own item.
- Tell students to stand up and walk around the class asking each other the things on the list. Say, When your partner says "yes," write their name. Then find a new partner.
- Monitor students while they complete the task. Offer support as needed.
- Close the activity by asking questions such as: Who enjoys fixing things? Who likes doing research? Who has a cashier in the family? Have students answer in complete sentences to review the gerund form. (Yasmin enjoys fixing things.)

Lesson 6 I'm friendly and good at math.

Objectives

Students will...

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

Warm up

- Pair students to review the jobs from this unit.
- Tell pairs to write as many jobs they remember from this unit. Give them 3 minutes to write. Say, You have three minutes to write as many jobs as you can. Be sure to have the correct spelling. You can't look in your book. Go!
- After three minutes say, Stop! Count the number of jobs you have.
- Ask the two pairs with the highest number to write their words on the board. Have the rest of the class check their spelling. For any misspelled word, have the class tell the pair which word is misspelled and the correct spelling. The pair with the most correctly spelled words wins.

Variation Idea:
Instead of having the words that are misspelled discounted, have the rest of the class make a notation on the board on which words are misspelled and the pairs get a chance to correct their spelling mistakes. The rest of the class checks their corrections.

A. Vocabulary: Personality Traits

1. Listen and point to personality traits.

The objective of the «Listen and Point» activity is to help learners identify and understand different personality traits through auditory and visual cues. Additionally, by repeating the audio and providing examples, the objective is to deepen understanding retention and pronunciation of the new vocabulary.



- Point out the pictures. Say, These are personality traits. Personality means how a person is. Let's listen and point.
- Play the audio. Hold up your book and point to the pictures as each word is said.
- Gesture the meaning of again and say I'm going to play it again. Listen and say the words. Then play the audio again.
- Use pictures and examples to get the meaning of each personality trait across.

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

- Tell students to circle two traits that describe them. Demonstrate using your book.
- Put the speaking frame on the board: I am _____ and _____. How about you? I am _____ and _____.
- Demonstrate the conversation with another student. Then ask students to have the conversation in pairs.

Expansion Idea:
Have students find or draw emojis or other icons/pictures that relate to each personality trait. Have them make posters of the personality traits to put on the wall.

B. Write

Complete the sentences with words from Exercise A.

- Read the directions. Say Write a word from Exercise A in the blanks.
- Do the first item together. Ask, Who is someone we can trust? (A responsible person)
- Have the students finish the exercise on their own then pair with a partner to compare their answers.
- Review the answers with the class. Ask different students to read the sentences aloud. Write the answers on the board.

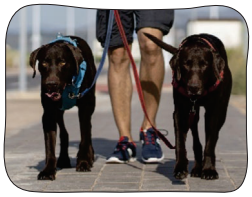
C. Read

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

- Look at the pictures of the jobs. Explain what camp counselor means (the leader of kids at camp).
- Tell students to read the job descriptions and write the correct job.
- Have pairs compare their answers and then review the answers with the class.


Assistant Art Teacher


Cashier


Dog Walker


Camp Counselor

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

- Point out the profiles. Say, These are four different people. Mari, Brahim, Manuela and Kazue. They are looking for jobs. Read their profiles and match them to the jobs in Exercise 1. Write the letter in the boxes.
- Give students time to read and match individually.

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

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

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

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

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

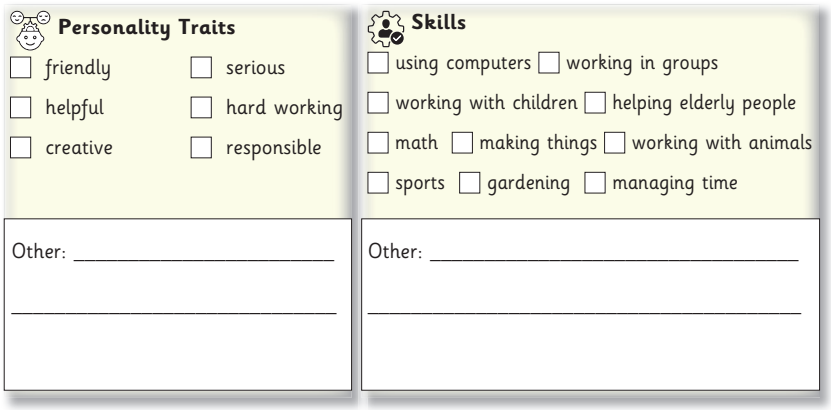
- Pair students. Say, Tell your partner about your choices. Take turns. Show the students the speech bubbles. Ask a student to read with you. Then tell students to work in pairs to talk about their ideas.
- Monitor their discussions. Ask students to share their ideas with the class.
- Celebrate students' success.

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

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

D. Write and Speak

1. Tick the personality traits and skills you have.



Activity objective: This activity helps students self-assess their personality traits and skills for a job. By marking traits and skills they possess, students can recognize their strengths, understand their fit for certain roles, and plan for personal and professional growth.

- Review the words in the personality traits and skills boxes.
- Demonstrate how to do the task. Say, I'm going to tick my personality traits and my skills. Write the ones you would choose for yourself on the board.
- Then say, Tick the personality traits and skills you have.

2. Write a job profile for yourself. Use ideas from Exercise 1 and your own ideas.

- Demonstrate how to do the task. Say, I'm going to write a job profile for myself. Using the personality traits and skills you wrote on the board in task 1, write a job profile on the board.
- Next, say, Write a job profile for yourself. Write about your personality traits and skills. You can look at the job profiles in Exercise C to help you.
- Give students time to write their profiles. Walk around and help as needed.

My Job Profile

_____

_____

_____

_____

_____

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

- Write the following sentence frames on the board: I think a/an _____ is a good job for you.
- Put students into small groups. Say, Share your profile with your group. Listen and think of jobs that are good for your classmates.
- Encourage students to use the sentence frame on the board to suggest a job for their group mates.

Lesson 7 Why do you want to work here?

Objectives

Students will...

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

A. Job Skill Survey

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

Activity objective: In pairs, students will interview each other about their skills, using the provided chart for guidance. They'll practice responding with "Yes," "A little," or "No" and tick their answers on a chart. Afterwards, they'll share one or two shared skills with the class, encouraging discussion on supporting each other's areas of improvement. Some steps to follow:

- Point out the chart. Review the items in the left column for meaning. Use gestures or pictures to get the meaning across.
- Point out the answer key: Yes = I can do it well. I'm good at it! A little = I can do it a little. I'm learning. No = I can't do it well (yet). Review the meaning of a little and practice the pronunciation. Show that the two ts in "little" sound like ds. [lid-ul]
- Model how to do the task by having the students ask you the questions. Create a chart for your answers on the board. Answer with Yes, A little or No. When you respond to the question, also tick the answers on the board.
- Pair students. Tell pairs to take turns surveying each other. Have them tick their answers in the chart. Walk around to monitor their pair work.



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

- Close the activity by asking the pairs to share with the class. Say, Tell us one or two things you are both good at.
- Encourage pairs to discuss any differences in their skill assessments and how they might support each other in areas where one may need improvement.

Teaching Tip:
Helping students pronounce the vocabulary before doing the activity can give students more confidence. Take time to practice the pronunciation with a short drill to help students have more success during the activity.

B. Read and Listen

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

Activity objective: Students read and listen to a job interview dialogue to identify a job applicant's (Omar's) positive qualities and skills. Here are some steps to follow:

- Write Job Interview on the board. Ask, What is a job interview? Elicit ideas such as: it's for people who want a job. A person asks questions. Etc.

- Point out the conversation and say, This conversation is a job interview.
- Before playing the audio, have students read the conversation individually. Ask a few comprehension questions: How many people are talking? (two) Who is Ms. Koulibaly? (the hotel manager) Who is Omar? (the person looking for a job) How many questions does Ms. Koulibaly ask? (five) What are the five questions? (Why do you want to be a server at our hotel restaurant? Do you enjoy talking to people? Can you speak French? Are you good at managing your time? Can you work weekends?

Ms. Koulibaly: Hello. My name is Ms. Koulibaly. I'm the hotel manager.
Omar: Nice to meet you. I'm Omar Lazar.
Ms. Koulibaly: Please sit down, Omar. I want to ask you some questions.
Omar: OK. Thank you.
Ms. Koulibaly: So, why do you want to be a server at our hotel restaurant?
Omar: Well... I enjoy food and meeting people.
Ms. Koulibaly: Ok. Do you enjoy talking to people?
Omar: Yes, I'm very friendly and outgoing.
Ms. Koulibaly: That's good. Can you speak French?
Omar: Yes, I can speak French and English well. And I can use a little sign language.
Ms. Koulibaly: Excellent. I see you are a student. Are you good at managing your time?
Omar: Yes, I plan my schedule well, so I always do things on time.
Ms. Koulibaly: Can you work on weekends?
Omar: Yes, I can work on weekends at any time. And I can work on Wednesday evenings.
Ms. Koulibaly: OK. Thank you. We will call you soon.
Omar: Thank you!



- On the board write What are some good things about Omar? Then say, I'm going to play the audio. Cover your book (gesture putting hands over the conversation in the book). Listen for the good things about Omar. Play the audio. Stop after Omar gives a response. After the response, ask, What can we write about Omar? (He enjoys food. He enjoys meeting people. He is friendly. Tell students you will play the rest of the audio. Tell students to listen for good things about Omar.
- After playing the audio the first time with stopping, play the audio a second time, straight through.

2. Work in pairs. Discuss the questions.

- Point out the questions (a-e) in the student book. Read them aloud and ensure understanding.
- Pair students. Say, Discuss the questions with your partner. Walk around to monitor their discussion.
- Close the activity by reviewing the answers. Ask students to respond to each question. Write the answers on the board.

Helpful Language

He is good at planning. = He plans well.

well
He plans ~~good~~.

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

- Pair students with a different partner. Say, Practice the conversation between Ms. Koulibaly and Omar. Take turns reading each role.
- Walk around to monitor their pairwork.
- Foster a supportive environment where students feel empowered to actively participate and contribute to discussions, ensuring that classroom noise remains positive and constructive.

Variation Idea:

Provide sentence frames for each question on the board. Write them on the board for students to use when discussing the questions.

1. What does Ms. Koulibaly do at the hotel?
   She is the _____ at the hotel.
2. What job does Omar want to do? Why?
   Omar wants to be a _____. He enjoys _____. He is good at _____ing.
3. What are Omar's personality traits?

Omar is _____.

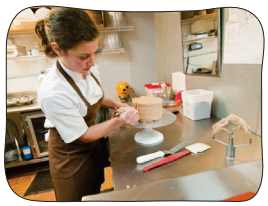
4. What are his skills?
   He can speak _____, _____, and a little _____. He plans his _____ well. He always does things _____ _____.
5. Do you think Omar will get the job?
   Yes, I think Omar will _____.
   No, I _____ think Omar will _____.

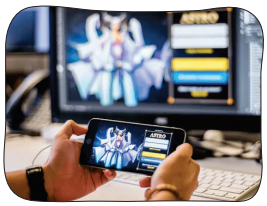
Teaching Tip:
Some students are at a higher level of English proficiency than others. If you have a multi-level class, with students with varying levels of proficiency, provide different ways for students to do the activity. This differentiation meets each students' needs and helps them be successful at their individual level. The variation idea above is a good way to support students who are struggling with English while still providing enough challenge for more advanced students!

C. Speak : Job Summer-job Interview

Activity objective: The following 3 tasks are designed to enhance students' speaking skills through a real-world interview task. The tasks will also help students improve their speaking and job interview skills through an interactive role-play exercise, guided practice, and self-assessment.


dog walker


baker


game app developer


soccer coach

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

- Point out the pictures of the various jobs. Then, review the task instructions. Make sure students understand the task. Point out the template for students to write their ideas (Greetings, Why this job? Skills, etc.) and the Sample Job Interview Questions.
- Pair students. Say, Choose a job and write a job interview with your partner. Have five lines for each person.
- Encourage students to use the job interview dialogue in B as a model. Walk around to monitor their work.

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

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



Tips for a Good Interview
Smile ⌘ Speak confidently ⌘ Use eye contact
Say why you want the job
Say what you are good at – give examples!

- Point out the Tips for a Good Interview box. Review the meaning of each tip. Practice giving eye contact.
- Say, Now, practice your role play with your partner. Take turns in each role.
- Close the activity by having a few pairs role play their interview in front of the class. Or, have pairs perform their role plays in small groups.

3. Assess yourself using the checklist.

- Point out the checklist. Say, Think about your interview skills. How did you do? Circle for yourself.
- Monitor students as they complete the assessment.

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

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

- Focus students on the exercise. Tell students they will write down what they want to do better next time. Ask, What do you need to work on? Write a sentence frame for students to use in response. I need to _____ next time.
- Give students an example. For example: I need to use more eye contact next time. Ask a few more students to say what they want to do better next time. Praise students for their ideas.
- Tell students to write down one or two goals for next time.
- Move around the room to monitor students' work. Offer support and give praise as you monitor.



Lesson 8 Unit Test, Task, & Self-Assessment

Objectives

Students will...

- Complete a unit test that evaluates students' progress in listening, vocabulary, grammar and reading skills related to the unit topic.
- Complete a culminating task to apply and demonstrate what they have learned in the unit.
- Complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 1 Test

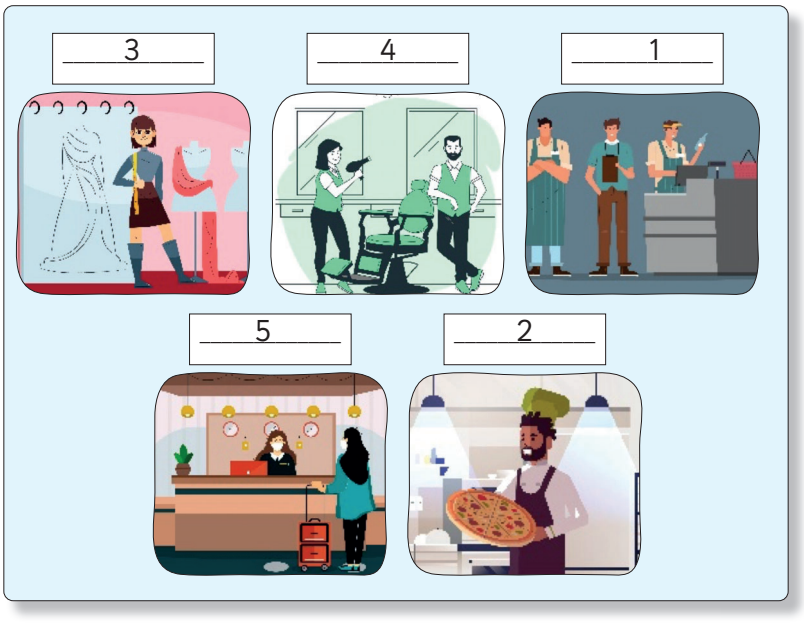
Note: At the culmination of each unit, there is a strong emphasis on evaluating students' progress in both listening and reading skills. These assessments play a pivotal role in gauging their comprehension and communication based on the application of the materials covered. Additionally, it is worth highlighting that guiding and supporting students to effectively showcase their command over grammar and vocabulary holds significant value within our approach. The unit test includes three parts:

Part 1: Listening

Part 2: Grammar and Vocabulary

Part 3: Reading

- Tell students they will take a short test to track their learning progress.
- Explain the test instructions.
- Tell the students what time it is now. Write it on the board. Tell the students when the test will finish (20 minutes). Write the time on the board.
- Monitor during the test.
- After the test, ask students to exchange books. Check the answers by asking for volunteers.
- Ask students to tell you their scores so that you can also track the students' progress.



Answer Keys:

Listening

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

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

Grammar and Vocabulary

A. Complete the sentences

6. cooking
7. making
8. does not like
9. doing
10. are
11. using
12. Is / selling

Reading :

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

16. Veterinarian
17. graphic designer
18. journalist
19. mechanic
20. nurse

B. Circle the best answer.

21. B
22. A

Unit 1 Task - Choose One!

The unit task provides students with the chance to use all of their language knowledge and skills, and also develops students' prepared-speaking and simple presentation skills (standing at the front of the room, using eye contact, speaking with enough volume, etc.). To get the most benefit from the projects, it is important to have students share them with the class (usually through a 2-3 minute talk supported by the poster/design they create). This can be done as a whole class if time allows, or in small groups.

Important Tip: When to Prepare Students to do the Unit Task:
Though the unit task appears in Lesson 8, it should be introduced to students at the start of the unit. Students will work on the task throughout the unit, and present their projects in Lesson 8.

- Review each option and rubric. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Students can work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.
- Remind students of the day and date that they must present their projects to the class.

Variation Idea:
Assign the tasks and pairs/groups (if working together) instead of giving students a choice. This way, students at a lower language proficiency level can work on an option that can help them feel successful. Ensure gender and disability inclusion in group assignments.

Unit 1 - Self Assessment

By encouraging self-assessment, students become active participants in their learning journey. Reflecting on their progress, strengths, and weaknesses empowers them to take ownership of their education. This self-awareness allows them to identify areas for improvement and set specific goals for further language development. Ultimately, self-assessment fosters autonomy and continuous improvement in students' language skills.

- Point out the charts and how to do the self-assessment.
- Review the things in the chart. Say, These are the things we learned. Think about the unit. How do What can you do very well? What do you need to practice more?
- Give students time to do the Self-assessment. Answer any questions they may have about the language.

Unit 1: I want to be a graphic designer!

AUDIO SCRIPTS

Spotlight

Narrator. SPOTLIGHT: Look at the pictures. Listen and number the pictures.

1) I'm Aya. My mom is a doctor. She works at a children's hospital. She helps children feel better. She loves her job!
2) I'm Amine. My dad is a teacher. He teaches French at a middle school in Casablanca. I want to be a teacher when I grow up too.
3) I'm Yousra. My mom is a graphic designer. She creates the webpage for the university. It's fun to see her work on the university website.
4) My name is Rayan. My family has an Indian restaurant in downtown Fez. My dad is the cook there. Sometimes he asks me to help. I love to learn how to make delicious Indian food.

Lesson 1: My dad is a mechanic.

A. Vocabulary: Jobs

Exercise A1a

Narrator: 1. Listen and point to the jobs.

1 cashier
2 fashion designer
3 computer programmer
4 coach
5 farmer
6 entrepreneur
7 hair stylist
8 hotel receptionist
9 journalist
10 mechanic
11 nurse
12 police officer
13 taxi driver
14 salesperson
15 server
16 veterinarian

Exercise A1b

Narrator: 2. Listen again and repeat.

See above (the jobs will be repeated without numbers).

Lesson 2: I love cooking!

A. Jobs Chant

Exercise A1a

Narrator. Listen and clap.

A: What do you do?

B: I'm a cook. How about you?

A: I'm a delivery boy and a student, too.

A: What does she do?

B: She's a graphic designer.

A: She likes creating menus for the Downtown Diner.

A: What does he do?

B: He teaches at a school.

A: He loves helping people.

B: Yeah, the students are cool!

Exercise A1b

Narrator: Listen again and repeat.

See above.

B. Listen

Exercise B1

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

1. Imane loves cooking and baking. She likes making delicious desserts.
2. Stefanie loves working with animals. She likes taking care of them when they are sick or hurt.
3. Reda enjoys cutting people's hair. He loves making them feel happy.
4. Abdelkader likes meeting and talking to people. He can write very well.
5. Rena loves cars. She likes driving and she enjoys learning how to fix cars.
6. Idir enjoys working outdoors. He likes growing plants and vegetables.

Exercise B2

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

See Exercise B1 for the listening script.

Lesson 3: Drop Everything and Read (DEAR)

B. Listen to the story.

Narrator: Listen to the story.

Itri and the Lost Deer

One cold afternoon in January, Itri was walking home from school. He walked through the snowy Midelt mountains. He was tired and his feet were cold. Suddenly, he saw something move in the snow. He looked carefully. It was a small deer. It was quiet and still.

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

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

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

His mom said, "It's okay. She just needs some food and water." Itri's mom mixed together bran, salt, and water. Then, she fed it to deer. It drank a lot.

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

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

She was happy and warm. The family was happy they helped their new wild friend.

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

C. Read the story while you listen.

Narrator: Read the story while you listen.

See Exercise B for the audio script.

Lesson 4: Are you good at working with people?

A. Listen: Career Fair

Exercise A1

Narrator: Students are at a career fair. They are asking people about their jobs. Listen to the conversations and complete the students' notes.

1

Flight attendant: Hello.

Student: Hi! Can you tell me about your job?

Flight attendant: Sure. I'm a flight attendant.

Student: Where do you work?

Flight attendant: I work at the airport and on an airplane!

Student: What do flight attendants do?

Flight attendant: We help the pilot and keep people safe. I also help people with their bags and serve food and drinks.

Student: What skills do you need?

Flight attendant: Flight attendants are good at talking to people and we need to be calm in emergencies.

Student: Do you enjoy your job?

Flight attendant: Yes! I love it. I really enjoy traveling and visiting new places.

Student: What don't you like about your job?

Flight attendant: I don't like standing up for a long time. Sometimes my legs hurt.

2

A: Hello. What do you do?

B: I'm a tour guide. I work for a tour company in Morocco.

A: Where do you work?

B: My office is Marrakech!

A: That's cool! So, what do you do?

B: I take people on tours. I show tourists famous places in the city, and I explain history of each place.

A: I love history. Where do you take the tourists?

B: There are so many great places. Tourists enjoy seeing Jamaa El-Fna Square and El Badi Palace. I also love showing them El-Menara Garden.

A: What skills do you need?

B: Tour guides are good at talking to people. They are also good at explaining the history of places.

A: What do you like about your job?

B: I love meeting people from all around the world. I also enjoy showing them my favorite places.

A: What don't you like about your job?

B: I don't like working on the weekends. But I love my job! Are you interested in learning more?

A: Yes, please.

B: OK. Here's my contact information. Email me and we can set up a time to talk.

B. Grammar in Context

Exercise B4

Narrator: Listen to check your answers.

1. A police officer is good at enforcing the law.
2. A computer programmer is good at using a computer.
3. A photographer is good at taking pictures.
4. A mechanic is good at fixing cars.
5. A salesperson is good at selling things.
6. A journalist is good at asking questions and writing.

Lesson 5: Global Citizenship and Fun Review

B. Listen

Narrator: Listen and complete the missing information.

These teenage entrepreneurs started companies at a young age. Their companies sell products, but they also help the environment. Their companies got an award from the Teens in Business in Australia Competition. Let's listen!

When Olivia Lorenz and Myla Tucker were 11 years old, they weren't happy with the swimsuits in the stores for girls. They also saw lots of plastic trash in the ocean. They wanted to help the environment and make a comfortable swimsuit. They started a company called Cinnamon Cove. They make swimsuits out of plastic from the ocean.

Luke Humphrys saw lots of metal in landfills. He didn't like that. When he was 15 years old, he started a company called Rusty Recycle Art. He takes metal trash, like old tools and metal furniture and he makes art. He designs and makes every product. His company is helping stop climate change by reducing the size of landfills and also making the world a more beautiful place.

Lesson 6: I'm friendly and good at math.

A. Vocabulary: Personality Traits

Exercise A1a

Narrator: Listen and point to personality traits.

1 friendly
2 talkative
3 serious
4 responsible
5 hard working
6 helpful
7 creative
8 shy
9 quiet

Exercise A1b

Narrator: Listen again and repeat.

See Exercise A1 above (but the numbers will not be repeated).

Lesson 7: Why do you want to work here?

B. Read and Listen

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

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

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

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

Omar: OK. Thank you.

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

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

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

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

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

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

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

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

Ms. Koulibaly: Can you work on weekends?

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

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

Omar: Thank you!

Lesson 8 Unit Test, Task, and Self Assessment

LISTENING

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

1

A: Does your brother have a job?

B: Yes. After school, he's the cashier at a store.

2

A: I need to get a job this summer.

B: I'm a server at the pizza restaurant on Main Street. You should try it.

A: That's fun. I enjoy talking with people.

3

A: What does your mother do?

B: She's a fashion designer. She designs clothing.

A: That's cool!

4

A: Wow, you're really good at cutting people's hair.

B: Thanks! I want to be a hair stylist.

5

A: What does your sister do?

B: She works at the new hotel by the train station. She's a hotel receptionist.

Unit 2: How about a snack?

Theme: This unit is about food, drinks, cooking and eating habits.

Unit Overview

This unit is about identifying different types of food and drinks and discussing food and drink preferences. Students will discuss meals, cooking, and dining both at home and in restaurants. They will have an opportunity to select food and drinks to plan a party. In Lesson 3 (DEAR), students will read a story about a woman who becomes a baker, and in Lesson 5 (Global Citizens) they will learn about table manners in different countries. The unit tasks include creating a cooking show video, a global cookbook, and researching table manners.

Learning Objectives

By the end of this unit, students will be able to...

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



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

Lesson 1: What do you like to eat for breakfast?

Daily meals and common foods and drinks

- Meals (breakfast, lunch, dinner)
- Common foods (bread, eggs, fruits, vegetables, coffee, tea), chicken, seafood, pasta, beef)
- Talking about meals (What did you have for dinner last night? I had ....)

Lesson 2: Let's make a vegetable pizza!

Groceries and shopping

- More food and drinks (apples, oranges, onions, chicken, beef, rice, flour)
- Grocery shopping (sections of a supermarket)
- Describing quantities (a bag of, a carton of, a bunch of)
- Grammar: plural nouns

Lesson 3: Drop Everything and Read

Read for pleasure and respond

- Story: "Evelyn's Bakery"
- Expansion: Consider your likes and skills and a job you'd like to have in the future

Lesson 4: We need juice for the party!

Planning food and drinks for a party

- Categories of food (snacks, fast food, desserts)
- Grammar: countable and uncountable nouns
- Writing: Write about party plans

Lesson 5: Global Citizenship and Fun Review

Table manners around the world

- Polite and impolite table manners
- Discuss table manners in Morocco
- Review game: What do you like to eat?

Lesson 6: Do we have any fruit?

Planning and preparing a meal

- Items in the refrigerator
- Grammar: some, any
- Reading a recipe for details

Lesson 7: Could I have a glass of milk, please?

Ordering food and drinks in a restaurant or shop

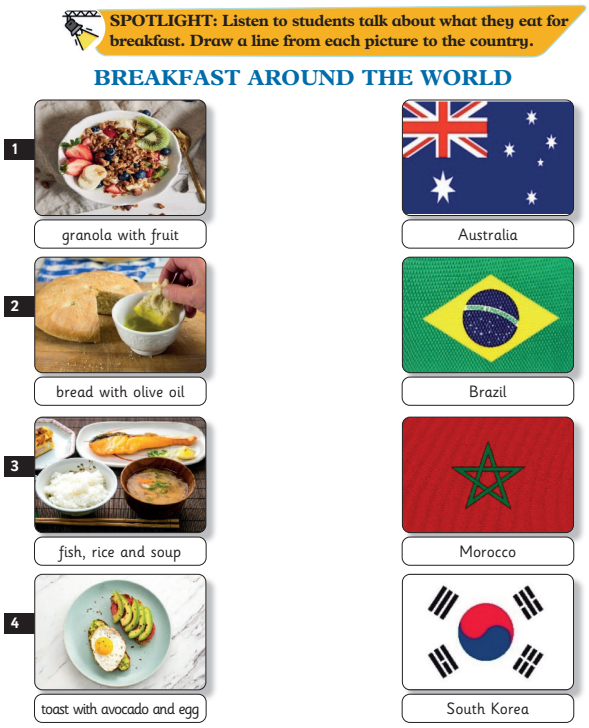
- Requesting and offering food and drinks
- Quantifier words: a bowl of..., a box of..., a bunch of..., etc.

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 2 Test
- Unit 2 Tasks
- Unit 2 Self-Assessment

SPOTLIGHT

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



Objective: To foster cultural awareness by connecting students' breakfast choices with different countries and encouraging discussion about breakfast preferences. The overarching goal is to explore the topic of foods and what people eat as an introduction to Unit 2.

- Say, This unit is on food. We will learn how to talk about our meals.
- Show students the food and countries in the student book.
- In pairs, students discuss and match breakfast items with countries based on their knowledge and assumptions.
- Play the audio recording where students listen and match the food with the countries.
- Facilitate a brief class discussion, allowing students to share their matches and reasoning.
- Replay the audio to ensure agreement among students.
- In pairs, students discuss students' breakfast choices.
- Emphasize the importance of understanding and respecting cultural differences, especially regarding food.

This structured approach allows teachers to efficiently conduct the activity within the allocated time and tackle the unit with ease.

Teaching Tip:
Brainstorming sessions before the start of a unit or the introduction of a vocabulary is beneficial for many reasons. First, it helps students understand what the lesson will be about. This "hook" into the topic helps activate their existing knowledge about the theme. Second, it helps the teacher know the students' level. If the students don't know any words, or if the students know a lot of words, this can help the teacher tailor the lesson according to the students' needs.

Lesson 1 What do you like to eat for breakfast?

Objectives

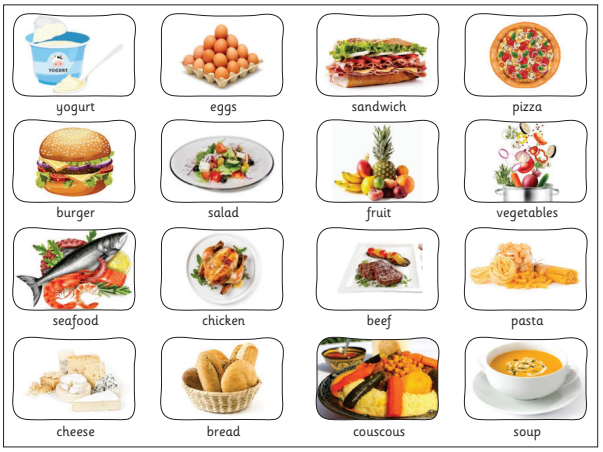
Students will...

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

A. Warm-up

- On the board, write the question: What did you eat for breakfast today? Tell the class about what you ate for breakfast, and write the items on the board as you tell them. Then ask a few students to share what they ate and add their items to the board.

A. Listen and Point



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

- Point out the two sections of the pictures. Say These are types of food and drinks. Listen and point.
- Play the audio. Walk around the class and check that students are pointing to the pictures as each word is said.
- Say Now listen and repeat. Play the audio again and have students repeat.

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

- Read the directions aloud. Go over the meanings of breakfast, lunch, and dinner.
- Hold up your book and model the task. Say, Last night for dinner, I ate a sandwich and a salad. Demonstrate writing "D" on those items in the book.
- Walk around and monitor as students complete the task.

B. Speak



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

- Go over the directions and call on two students to read the model conversation aloud. Point out the irregular past tense verbs (have/had, eat/ate, drink/drank)
- Offer additional guidance or demonstrate again if necessary.
- Pair students to do the activity. Walk around and monitor their pair work. If there is time, have students change partners and repeat the activity.

C. Listen

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

- Circle for the food that Nour and Ahmed dislike.
- Go over the directions. Preview the vocabulary. Have the class repeat the items on the left side of the chart. After each item, have them give a "thumbs up" if they like the item or a "thumbs down" if they dislike it.

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

- Play the audio and have students circle Nour and Ahmed's preferences. Play the audio again if needed.

2. Check your answers with a partner.

- Pair students to compare answers.
- Write sentence frames on the board to support their conversation:
  Nour likes / doesn't like … Ahmed likes / doesn't like …

Teaching Tip:
Whenever possible, encourage students to use English to interact with you and with peers in class. You can support this by writing sentence stems on the board, or posting helpful phrases and language in the classroom for students to reference when they are working in pairs.

3. Complete the chart with the things you like to eat and drink for each meal.

- Have students complete the chart with their food preferences. Encourage them to look back at the list of vocabulary items.

	Breakfast	Lunch	Dinner
Like			
Don't like			

- Offer support as needed with additional vocabulary. Remind students to use classroom help language phrases, "How do you say _____ in English?"

D. Speak

1. Work in pairs or groups of three. Tell your partners what you like to eat and drink at each meal. Use the chart in Exercise C.3 to help you.

- Go over the directions and call on three students to read aloud the model conversation.

Reminder: Active Communication
To keep a conversation going, say if you are the same or different.
Same: I do too! / Me too. / Same here. / Me neither.
Different: Not me. / I do! / I don't.

- Write key language on the board, *I like … I really like … I don't like …*
- Point out the language for Active Communication in the box and have students repeat the phrases.
- Put students into pairs or groups to complete the task. Monitor and offer support as needed.

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

- Call on a student to read the directions aloud.
- Clarify the meaning of "in common." Say, Which foods did you and your partner agree on?
- Give an example, say Jonah and I both love chocolate. We all dislike seafood.
- Call on several groups to share their common preferences.

E. Write

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

- Go over the directions and read the "Your Ideas Wanted" post aloud and elicit the information students will need to include in their writing (name, grade, what they like to have for lunch at school, what they don't like)
- If needed, provide a model on the board, for example, *Hi. My name is Esme. I am in 8th grade. My school we have pizza for lunch every Friday. I like pizza and salad. I don't like to drink milk.* Point out good sentence structure, including capitalization, punctuation.
- Have students brainstorm and write some notes before they begin writing the post.
- Monitor while students are writing and support with spelling and punctuation.
- Close the activity by calling on students to read aloud their writing.

Teaching Tip:
Before having students write, it is always a good idea to have them brainstorm and take notes on the topic. This pre-writing stage helps students activate background knowledge, and create a bank of vocabulary and language they can use for their writing. It also builds good process-writing habits.

Lesson 2 Let's make a vegetable pizza!

Objectives

Students will...

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

Warm up

- Review the unit topic and vocabulary by playing a quick game with the class.
- Have all students stand at their desks. Start on one side of the room, and have students take turns naming one food or drink. Once they do so, they can sit down.
- Continue around the room until all students are sitting.
- Add an extra challenge by setting a timer and encouraging students to complete the task in a certain number of minutes (depending on the number of students).

A. Vocabulary and Food Items

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

- Have students look at the pictures and silently think about which foods they like or dislike.
- Say, Listen and point. Play the audio. Walk around the class and check that students are pointing to the pictures as each word is said.


apples


oranges


grapes


strawberries


carrots


onions


potatoes


tomatoes

- Say Now listen and repeat. Play the audio again.

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

Expansion Idea:

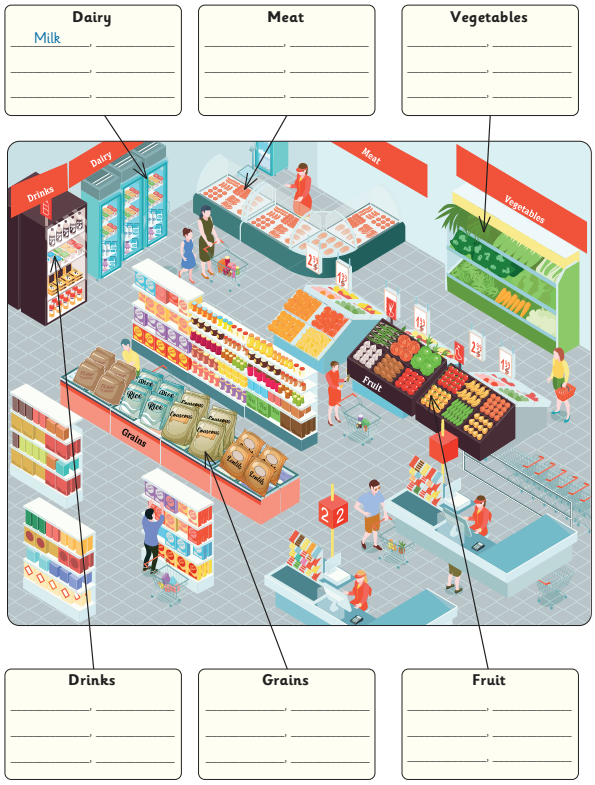
Practice syllables and word stress with the vocabulary. Write the following on the board.

AP-ples
OR-an-ges
STRAW-ber-ries
LE-mons
CAR-rots
ONions
po-TA-toes
to-MA-toes

Say the words and have students repeat with the correct intonation. For further practice, have students work with a partner to write down pairs of vocabulary words with the same number of syllables and intonation pattern (for example, AP-ples / CAR-rots)

B. Categorize

This activity aims to teach students the categories of food items. They identify and list items in boxes, compare answers, and practice forming full sentences. Benefits include vocabulary expansion, understanding store layout, critical thinking development, improved communication, collaborative learning, real-world relevance, and hands-on engagement.



- Have students look at the map of the supermarket. Clarify the meaning of sections (areas or parts).
- Say Supermarkets have different sections to help us find the food. Point out the labels in the picture. Ask What sections do you see? (fruits, vegetables, dairy, etc.)
- Model the task with one or two items from Exercise A. Ask Which section can I find apples in? (fruit) Hold up your book and model writing apples in the box.
- Have students complete the task and then compare answers with a partner. Then go over the answers with the class. Encourage students to share their answers in complete sentences, for example, I think couscous is in the grain section.

C. Read

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

- Read the names of the four food items. After each item, ask students to raise their hands if they have eaten it. Call on one or two students and ask Where did you eat (cherry pie)? Who made it? Did you like it?
- Point out the shopping lists. Say, look at the shopping lists below these 4 pictures in the student book.
- Give students time to silently read the lists.


cherry pie


fruit smoothie


seafood pasta


Italian vegetable soup

- Go over the vocabulary for describing quantities of food (grams, kilograms). Pronounce the words. **Draw pictures** on the board to clarify the meanings, or show examples of real items.
- Give students time to complete the matching task. Walk around and monitor. Offer support as needed.

2. Check your answers with a partner.

- Pair students to compare answers. Write the following **sentence frames** on the board to support their conversations:
  - I think Carlos is making ____. What do you think?
  - I would like to eat ____. How about you?

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

D. Grammar in Context

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

- Say Nouns can be singular (only one) or plural (more than one). Draw a two-columned chart on the board and label the columns singular and plural.
- Write grape, potato, and berry in the singular column. Ask What is the plural of each word? (grapes, potatoes, berries) Have students look at the shopping lists in Exercise C and underline the plural nouns.
- Refer students to the grammar chart. Point out the three different plural endings (-s, -es, -ies). Read aloud the plural spelling rules at the top of the chart.
- Have students complete the chart individually. Monitor and ensure that they pay attention to the plural endings.
- Go over the answers with the class.

E. Listen

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

- Give students time to preview the conversations (A, B). Say Read the conversations and think about the missing words.
- Remind students to check the spelling of their plural endings. Review the spelling rules if needed. Say, Did you spell the words correctly?

A



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

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

Salesperson: Here you are. Have fun cooking today!

B



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

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

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

Anas: Is that all?

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

- Say Now listen and write the missing information.
- Play the audio once. Then, if needed, play it again for students to complete any items they missed.

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

- Pair students to compare answers and check/correct the spellings of the plural endings.

3. Practice the conversations together.

- Tell pairs to read the conversations together. Remind students to read dramatically.
- Go over the answers with the whole class. Call on students to come up and write the answers on the board.

Teaching Tip:
Before a listening exercise, allow students to preview the text/task/questions, and make some predictions. This will support comprehension and help students build confidence with their listening skills.

Teaching Tip:
Short conversations like those on the audio, provide great opportunities for oral fluency practice. Replay the audio, pausing between lines for students to repeat. Encourage them to try to mimic the pace, rhythm and intonation of the speakers. Then divide the class and have each group take the role of one speaker in the conversation. Practice several times until students can repeat the conversations smoothly and fluently.

F. Write and Speak

Work in pairs. Choose one activity to complete together.

Option A:

Introduce each activity to the class. Explain the key components of each. Put students in pairs. Tell them to choose ONE to do.

Introduce the activity to the class, emphasizing the goal of practicing writing and speaking skills.

Shopping List for Our Class Party

_____ _____

_____ _____

_____ _____

_____ _____

Explain Choice A and its components: deciding on food or drink for a class party, writing a shopping list, and presenting the plan to the class.

Model or provide a short example of a completed shopping list.

Option B: Write and Speak

Introduce the activity, highlighting the objective of practicing writing and speaking skills through collaborative tasks.

Explain Choice B and its components: writing a conversation similar to those in Exercise D and performing it for the class.

Offer an example of a conversation script.

Reminding students to focus on natural conversation flow.

Pair work time: Allow students time to work in pairs, encouraging them to collaborate on their ideas and use correct

spelling too.

Monitor pairs as they work, offering assistance and guidance where needed.

Invite pairs to present their plans to the class, providing feedback on pronunciation and fluency.

Conversation

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

Lesson 3 DEAR: Drop Everything and Read

Objectives

Students will...

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

A. Preview

The objective of this activity is to engage students in critical thinking and storytelling by analyzing visual cues, making predictions, and sharing their interpretations.

- In pairs, Look at the pictures in the story. What do you think the story is about? What do you think will happen?
- Ask a few questions to help students predict: What do you see? Who do you think the people are? How do you think the woman is feeling? What do you think the story is about? What do you think will happen?
- Elicit ideas from several students.
- Pair students to make predictions about the story. Write **sentence frames** on the board to support their conversations: *I think the story is about ... I think the woman is going to...*
- Elicit ideas from the class. Say, We can't say yet whether your predictions are right or wrong. Wait and see!



By prompting questions and eliciting ideas, students can practice inference skills and creative expression while developing their ability to construct narratives from visual stimuli. This exercise encourages imagination, empathy, and collaboration among peers.

B. Read and listen.

1. Read the story while you listen.

- Guide students to read along with the text while concurrently listening to the teacher or an audio recording.
- Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of natural English phrasing.
- Optional: Say, Read the story in a small group. You might want to choose only a few paragraphs for students to practice reading.
- Put students into groups of three or four to read the story aloud.
- Say, Be dramatic and read with feeling. Have students listen as you read a few sentences from the text. Model a few examples of how NOT to read (monotone, robotic voice, too fast, too slow) and then how to read (clear, natural pace, with expression and enthusiasm).
- Have students take turns reading paragraphs. Monitor while groups work and offer support, encouragement, and feedback.
- Make note of several students who are reading with express and call on them to read sections of the story aloud for the class.

C. Think about the story. Complete the tasks.

- Have students look at the page. Go over the directions for each of the 5 tasks.
- Offer students the option to work individually, with a partner or with a small group.
- Monitor as students work and offer support and feedback as needed.
- Elicit responses from the class.
- Lead a class discussion about the four Japanese "rules" for finding a job that will make you happy.
- Students will discuss the four Japanese "rules" for finding a job that will make them happy, share their future job aspirations, and reflect on whether their chosen careers meet these rules.
- The Four Japanese Rules for Finding a Job that Makes You Happy:

  Ikigai: What you love.

  Shigoto: What you are good at.

  Jinsei: What the world needs.

  O-kane: What you can be paid for.
- Ask for volunteers to share the future job they want to have and to say whether it meets all four of the rules. Share your own experiences and why you chose to be a teacher.

Expansion Idea:

To expand upon the theme of the story, play a game of "Would you rather" to enrich the discussion about job preferences. Ask questions like:

Would you rather...

have a job that pays well	or	a job that doesn't pay much but makes you very happy?
work alone	or	work with colleagues
work indoors	or	outdoors
own a company	or	work for someone else

Have students stand and walk to one side of the room or the other to indicate their choice.

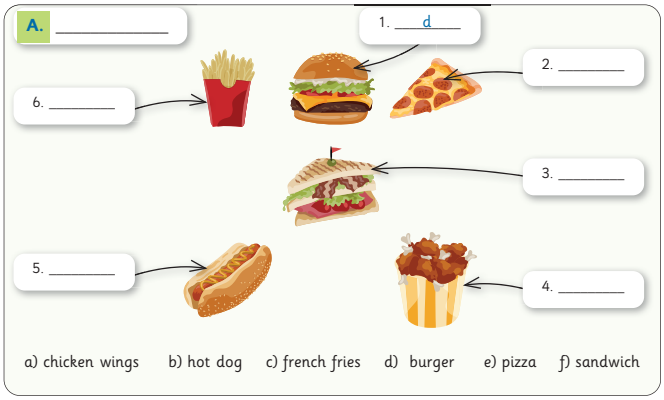
Lesson 4 We need juice for the party!

Objectives

Students will...

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

A. Look, Read and Match



1. Write the category of food in the pictures: Desserts, Fast food, Snacks.

- Go over the key vocabulary: Fast food, snacks, desserts. Ask Which type of food is a sweet treat that we often eat after a meal? (dessert), Which describes a meal that we can get quickly? (fast food) Which type of food is something we eat when we get hungry between meals? (snacks)
- Point out the three sets of pictures. Say Look at the foods in each category. What kind of foods are they? Are they fast food, snacks, or desserts?
- Give students time to label the categories. Then have them check with a partner.
- Elicit the answers from the class. Say The first category is... (fast food) The second category is ... (desserts) The last category is ... (snacks)

2. In each category, match the words to the pictures. Write the letter.

- Read aloud the words from each category and have students repeat them.
- Give them time to write the matching letters next to the pictures.

3. Listen to check your answers: After completing each section/category, play the audio and have students check their answers.

- Ask students to **draw a heart** next to foods that you like and draw a frowny face next to foods that you don't like. Show them how using the board.
- Model the task. Hold up your book and say, I like French fries. I'm going to draw a heart here. I don't like hamburgers. I'm going to draw a frown face.
- Have students complete the task independently. Walk around and check that students are on task.

Expansion Idea:

Go over the pronunciation rules for plural /s/ endings.

1) When the 's' follows an unvoiced consonant sound, it is pronounced /s/:
donuts, cakes, snacks

2) When the 's' follows **a vowel, another 's', or a voiced consonant**, it is pronounced /z/:
eggs, apples, bananas, crackers

The 'es' ending is pronounced /ɘz/ after the consonants /s/ /z/ 'ch' 'sh' 'j' 'zh'
peaches, sandwiches

B. Speak

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

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

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

- Model the conversation. Do it with a student if you like.
- Call on two students to read aloud the model conversation.
- Pair students to discuss the snacks, fast foods and desserts they like and dislike. Have each partner choose one like/dislike from each category.
- Monitor the conversations and support as needed.

Teaching Tip:
Give students frequent opportunities to work with different partners and groups. This fosters a strong sense of community within the classroom, enhancing students' confidence and comfort levels in conversing in English with their peers. It also ensures all students get many chances to practice with the langauge (which time does not allow when only working in a whole-group format, especially in large classes).

C. Read

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

- Introduce the topic with a class brainstorm about their favorite party foods. Say Imagine you are planning a party. What kinds of foods and drinks do you want to have? Elicit ideas from the class and write them on the board for reference later in Exercise F.
- Point out the picture. Say Ziri and Khlidja are planning a party. What do they already have? What do they need to buy?
- Divide the class in half and instruct one group to read the text and underline the foods Ziri and Khlidja already have for the party.

Ziri: Hi Khlidja! Is everything ready for the party?
Khlidja: Hi Ziri! I think so.
Ziri: What food do we have?
Khlidja: Well, we have burgers, cheese, dates, nuts, chocolate, and two big cakes.
Ziri: Great! What about drinks?
Khlidja: There is juice, soda, and, of course, water.
Ziri: So, what else do we need to prepare?
Khlidja: A fruit salad. We need an apple, an orange, two bananas, some strawberries, and a pineapple.
Ziri: Ok. I'll go to the grocery store to get them.
Khlidja: Thanks, Ziri. Please be quick!



Assign the other half of the class to read the foods they still need to get.

- Ask students to silently read the text and underline the information assigned to them.
- Ask questions to elicit the answers: What kinds of drinks do they have? (juice, soda, water) What kinds of snacks? (nuts, cheese, dates) What is the main meal they plan to serve? (hamburgers) What kinds of desserts? (chocolate, two cakes) What are they going to get at the supermarket? (an apple, an orange, two bananas, some strawberries, and a pineapple).
- Encourage students to actively participate in the discussion, sharing their findings and reasoning behind their choices.
- Consolidate the lesson by summarizing the identified foods and drinks, reinforcing comprehension of the text and its relevance to party planning.

D. Grammar in Context

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

- Ask students to look in the reading text and find the following:
  - A noun that does not have 's' at the end, and has a or an before it (an apple, an orange, a pineapple).
  - A plural noun that has 's' or 'es' at the end (burgers, dates, bananas)
  - A noun that does not have 's' and does not have a or an (soda, cheese)

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

- Point out the chart and do the first example or two with the class. Say First find the nouns that have a, an and 's' or 'es' and write them in the left column.
- When students complete the left column, say Now find the nouns that do not have a, an s, or es, and write them in the right column.
- Have students compare their charts in pairs. Then elicit the answers and write them on the board.
- Ask students to read the nouns on each side of the chart. Ask What do you think the difference is? Elicit or explain that the nouns on the left (with 's'/'es' and a/an) are items that can be counted. The items on the right are things that cannot be counted. Say We can count apples, bananas, and burgers, but we can't count soda or water.

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

- Read the grammar box aloud and have students fill in the missing words.
- Go over the answers with the class (one apple, two apples, an orange, a tomato, I put honey on my bread, I ate a lot of rice for lunch.)

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

- Say, Nouns can be countable or uncountable. Look back at Exercise C, and write countable or uncountable at the top of the chart.
- Walk around the class and check students' work.

E. Practice

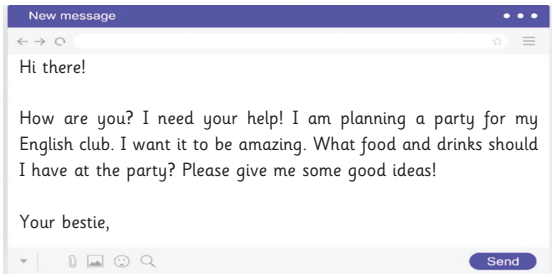
Read the sentences. Circle the correct word or phrase.

- Look at the example provided: Rowan likes vegetable for dinner. (vegetables)
- Have students work individually or in pairs to complete the exercise.
- Monitor while students are working and offer support and feedback.
- Go over the answers with the class.

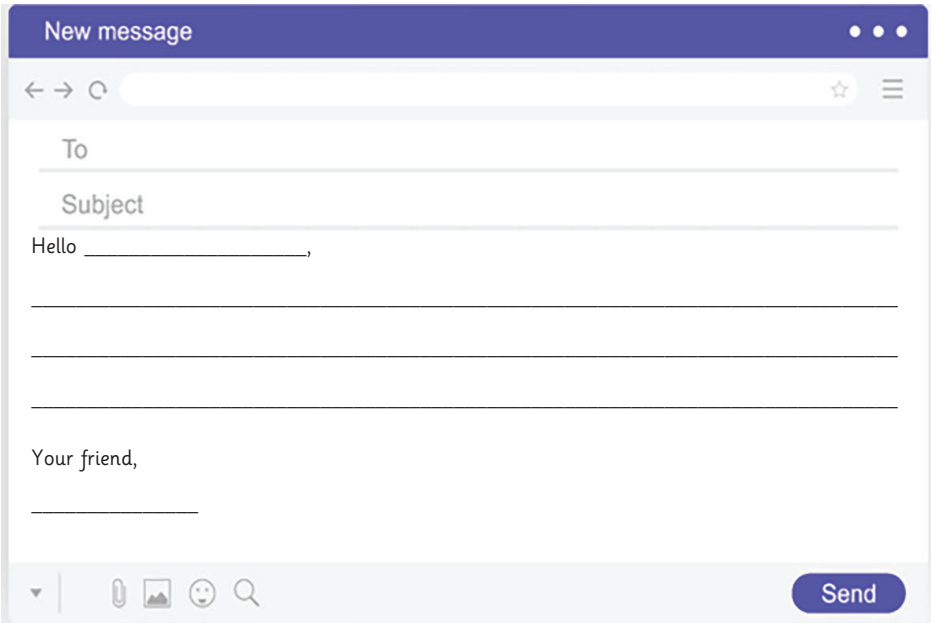
F. Write

Read the email and respond.

- Call on a student to read the email aloud. Say You are going to write a reply to help this student plan the party. You might choose to read the email yourself as a model.



- Tell students they should choose one main dish, two or three snacks, two or three desserts, and two or three types of drinks. Hand out blank paper for students to draft their lists, if needed.
- Refer to the list of ideas on the board that students brainstormed in Exercise C above.
- Provide some sentence frames for giving advice and suggestions: You should make … You should have…, How about …, Why not try …
- Have students write their email messages. Walk around and monitor and support students with spelling and grammar.
- Pair students to share their emails. Then call on several volunteers to read their emails aloud for the class.



Lesson 5 Global Citizens and Fun Review

Objectives

Students will...

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

Global Citizenship: Table Manners around the World.

Warm up

This warm-up activity not only engages students in thinking about manners but also sets the stage for deeper exploration and understanding of respectful behavior.

- Write the word manners on the board. Say, Manners are the way we behave toward other people. If someone has good manners, they are polite and respectful. For example, they say thank you and they help others. If someone has bad manners, they are impolite and do not think about others.
- Elicit some examples of good manners (holding the door for someone, speaking respectfully to teachers and older people), and bad manners (interrupting someone, speaking loudly in public).
- After discussing examples, prompt students to **reflect on the impact of manners** on relationships and society. Ask open-ended questions like:
- Ask, How do good manners contribute to positive interactions and relationships? Elicit response no matter how short are (cue them people like them at school, etc.)
- Then, Say, What might happen if everyone behaved with bad manners all the time?
- Then, ask: How can we practice good manners in our daily lives? Elicit as many ways as possible.

This seems to be structured warm up to foster **engagement** and encourage **critical thinking** about respectful behavior.

A. Preview

1. You are going to learn about table manners in different countries. First, think about Morocco.

- Are these examples of polite or impolite table manners? Circle your response.
- Different countries have different eating customs and table manners. In Morocco, are these examples of table manners are polite or impolite? Circle your response.
- Read the directions aloud. Then read the examples of table manners and have students repeat. Use gestures and examples to clarify meaning as needed.
- Give students time to complete the task circling the appropriate hands. Monitor their work and support as needed.

 Talking on a cell phone at the table		 Finishing everything on your plate	
 Eating with your left hand		 Leaving a "tip" (money) for the restaurant server	

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

- Pair up students to discuss and share their opinions on polite and impolite table manners.
- Write the following sentence frames on the board and read them to support their conversation and guide students' discussions:

- "I believe (using a cell phone at the table) is polite / impolite. What's your opinion?"
- Responses could include: "I agree." or "I think so too." / "I disagree." or "I don't think so."

- During the discussions, circulate to aid and provide guidance to individuals or pairs as needed.
- Encourage students to discuss each example of manners (individually sometimes) and determine whether they agree or disagree. Address any differing opinions.
- If time permits, facilitate a brief class discussion to compare manners and customs within students' own families:
  - Ask questions to structure their work: What table manners does your family follow at home? How about when visiting relatives? What about when dining out at a restaurant?

Generally, this activity not only enhances students' understanding of table manners but also cultivates essential life skills such as critical thinking, communication, respect for diversity, and social etiquette.

B. Listen

This activity aims to have students guess which table manners belong to each country and then listen to an audio to check and correct their answers.

1. Guess which table manners belong to each country. Write the letter.

- Go over the directions and call on students to read the list of table manners and country names aloud. Use examples and gestures to clarify vocabulary as needed.
- Give students time to think about which countries match the table manners. Encourage them to take notes on their guesses.

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

2. Listen to check your answers.

- Have students compare ideas in pairs.
- Play the audio and have students confirm or correct their guesses. Ask students to hold up their fingers to show how many guesses they had correct.

C. Choose a task

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

Task A. Discuss these questions in a small group.

Task B. Work with a partner to create a "Moroccan Table Manners Guide."

- Explain that students may choose one of the tasks: A Group Discussion or B Complete the chart about table manners in Morocco.
- Read the 3 discussion questions aloud (Task A).
- Give students a few minutes to think silently and take notes on their ideas before putting them into groups.
- Point out the chart and go over the directions (Task B). Highlight the different sections for "At home" and "At a restaurant."
- Say, Imagine you are writing a book for visitors to Morocco. What table manners should people know before they visit here?

- Do the first example for each section with the whole class. Ask, What is it okay and not okay to do when you visit a Moroccan home? How about at a restaurant? Elicit one or two ideas for each section and model writing them in the appropriate "Do" or "Don't" section of the chart.
- Point out that they should use the imperative form of the verb *(Talk/Don't talk, Eat/Don't eat, etc.)* to start each piece of advice.
- Give students time to complete the task. Monitor their work and help with vocabulary and spelling as needed.
- Combine pairs into groups of four and have pairs take turns presenting their ideas. Monitor their conversations and offer support and feedback as needed.

By offering these task options and guiding students through their chosen activities, you encourage deeper engagement with the topic of table manners and foster collaborative learning and communication skills. There are other teaching tips below but make sure the transition to the Fun Review is smooth.

Teaching Tip:
THINK - PAIR - SHARE
Give students a minute or two of silent time to think and write notes before they have to respond to questions or join a discussion. This helps to orient them to the topic and questions and activate vocabulary and phrases they can use when speaking. Go around the rows and assist students who are lagging behind or having difficulties understanding the tasks.

Variation Idea:
Instead of having small groups do the task, have the whole class do this task together. Brainstorm ideas with the students and write them on the board.

Teaching Tip:
Designating time limits and letting the students know how much time they have is important. It helps students know how in depth they can go into each activity or discussion. It also helps keep the class on track throughout the lesson. Giving updates on how much time is left helps students pace themselves. You can say things like: You have 10 minutes for this activity. / You have 2 more minutes.

Fun Review

- This game helps students to review key concepts and reinforce learning through a fun, interactive board game.
- Go over the directions for the game. Put students into pairs or groups of three.
- Provide students with coins or dice and game markers.
- Walk around and monitor as they play. Offer support and feedback as needed, and note any common errors or challenges with new vocabulary or grammar, so that you can review them later with the whole class.

Lesson 6 Do we have any fruit?

Objectives

Students will...

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

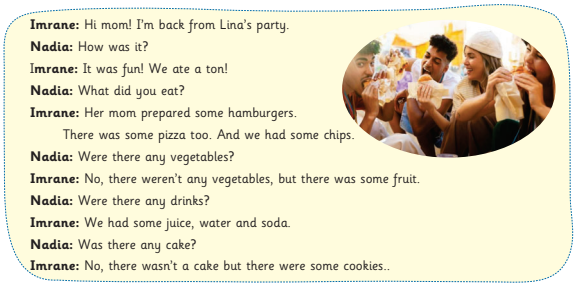
Warm up

This warm up activity aims to enhance vocabulary retention through a dynamic brainstorming activity, fostering collaboration and competition among students while reviewing unit-specific food and drink vocabulary.

- Review the unit vocabulary with a quick brainstorm game. Put students into pairs and give them two minutes to brainstorm and write one example of a food/drink for each letter of the alphabet, for example (apple, burgers, cola, donuts, etc.)
- Tell them the goal is to get as many as they can in two minutes. If they cannot think of a word, they should move on and come back to that letter.
- Start the timer and say "Go!"
- When the time limit is up, combine pairs to form groups of four to share their answers. Teams get a point for each word on their list, as long as it is DIFFERENT from the other team's word for that same letter. If both teams have the same word, no points are award.
- Go around the class and ask each team to share how many points they earned. Applaud the pairs with the highest number of points.

A. Listen and Read

Objective: This activity enhances students' listening and reading comprehension by identifying specific information from a conversation about food and drinks at a party.



- Preview the listening before students look at the text. Say, Two sisters, Nadia and Imrane went to a party at their friend Lina's house. What do you think they ate and drank there? Elicit some ideas from the class. Write their answers on the board. Then say, Let's listen and find out. Listen for the food and drinks.
- Play the audio. Then ask What food and drink were there at the party? Elicit students' responses and write them on the board.
- Call on individual students to list the food and circle the drinks. Elicit any items that are missing from the list on the board and add them as needed.

B. Grammar in Context

The emphasis in this section seems to be on comprehension and application rather than merely memorizing grammar rules. By engaging in various activities such as reading, completing charts, and circling correct words, students are encouraged to actively use the language and apply their understanding in practical contexts.

1. Read the conversation in Exercise A again. Underline **some** and circle **any**.

- Read the directions. Say Find the words some and any in the text. Underline some and circle any.
- Give students time to complete the task. Monitor as they work and offer support as needed.

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

- Call on students to tell you the phrases they found with some and any (some hamburgers, any vegetables). As they respond, write the words some and any before the food and drink words you wrote on the board from Exercise A above.
- Guide students to notice the verbs before the words some and any in the text. Ask What is different about the verbs before some and any? (verbs before any are negative)

2. Fill in the grammar chart with **some** and **any**.

- Point out the Grammar Chart and go over the directions.
- Read the information in the chart aloud and pause for students to complete the missing information.
- Call on students to read aloud the complete example sentences in the chart.

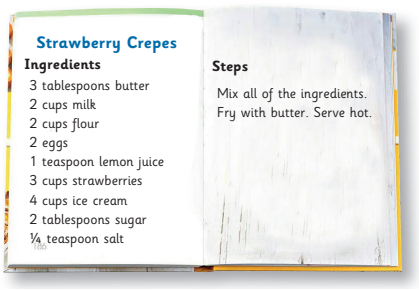
3. Circle the correct word.

- Do the first example with the class. Then have students complete the task individually.
- Monitor while students work and offer support and feedback.
- Go over the answers with the class.

C. Read

The objective of this activity is to present a practical, real-life scenario, and encourage students to engage with the language in context. This task helps students read for detail while also acquiring relevant vocabulary related to cooking and recipes.





Strawberry Crepes

Ingredients
3 tablespoons butter
2 cups milk
2 cups flour
2 eggs
1 teaspoon lemon juice
3 cups strawberries
4 cups ice cream
2 tablespoons sugar
¼ teaspoon salt

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

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

- Look at the pictures and ask What does Sofia want to make? Ask if students have eaten French crepes, or if they have tried making them at home.
- Write the words ingredients and recipe on the board and go over the meanings. Say, Sofia has some ingredients, but she needs to buy some things before she can make her crepe recipe. Let's see what she has.
- Help students with how to say the fraction "¼ teaspoon" (a quarter teaspoon).

- Put students into pairs and have them take turns reading the ingredients that Sofia has.
- Say, Now let's see what she needs.

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

- Have students work individually. Tell them to read the recipe and find what Sofia needs.
- Do the first item with the class. Say, Sofia has one tablespoon of butter. She needs three tablespoons for the recipe. Does she need to buy some butter? (Yes/True)
- Have pairs complete the exercise and then compare answers with another pair.

Teaching Tip:
When reading, have students complete the actual reading task individually. This ensures that every student practices the skill. Use pairwork in pre-reading tasks (noticing what is in pictures, predicting, etc.) and in post-reading tasks (checking answers together, discussing the topic, etc.).

D. Speak: What's in the fridge?

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

- Point out the picture of the refrigerator. Go over the shortened word fridge.
- Preview the exercise. Say, Look at what is in this refrigerator. Does it look like your refrigerator at home? What is the same or different? Elicit responses from a few volunteers.
- Call on two students to read the example conversation aloud. Point out the Reminder box.
- Model the first item with one student. Ask, Is there any mayonnaise? (Yes, there is.)
- Pair students for the conversations. Monitor as they work and offer support and feedback as needed. Take notes on any errors or challenges with the new grammar and go over these points with the class later.
- Call on a few pairs to stand and model the conversation for the class.

Example:
A: Is there any bread?
B: Yes, there is some bread.
A: Are there any pineapples?
B: No, there aren't any pineapples.

Reminder!
Singular/Uncountable: **Is** there any _____?
Plural: **Are** there any _____?

2. Play a guessing game in pairs.

- Students are to be engaged in practicing through a guessing game activity conducted in pairs. Playing games to practice and demonstrate learning aligns with:
- Universal Design for Learning (UDL) principles.
- Go over the directions for the game.

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

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

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



- Demonstrate how to do the task. Say, I'm going to choose five items to draw. I'm not going to tell or show my partner what they are. Model holding your book close to your body and drawing the items secretly.
- Call on a student to demonstrate asking you questions to try to guess the items in your fridge. Remind them to refer to the example conversation in part 1.
- Have students complete the drawing task individually. Then pair students to play the guessing game.
- Set a time limit (5 minutes) for students to try to guess all of the items.
- Monitor while pairs work and take note of any errors or challenges with the new grammar. Go over these points later with the class.

Variation Idea:
Instead of having pairs do the task, have students stand up and play the game as a whole class mingle. Pairs guess one item each, then they change partners.

Lesson 7 Could I have a glass of milk?

Objectives

Students will...

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

Warm up

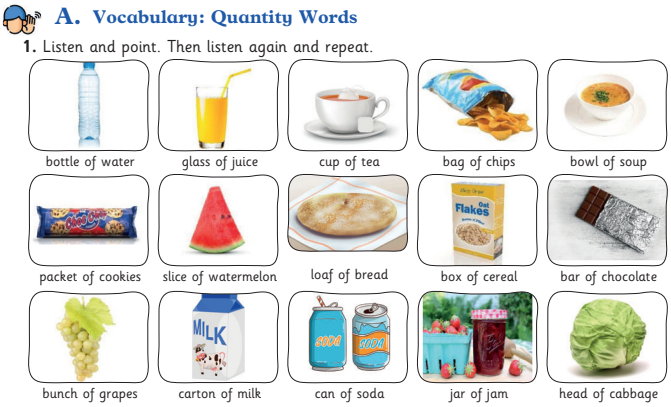
- Teacher writes the Tip about climate change prevention on the board. Elicit dangers of plastic bottles for animals, water, grass, etc.
- Ask, how can we avoid this danger? reuse or recycle plastic bottles, etc.



A. Listen

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

- Point out the pictures. Say, These are phrases we use to talk about food and drinks. Listen and point.
- Play the audio. Walk around the class and check that students are pointing to the pictures as each phrase is said.
- Say Now listen and repeat. Play the audio again and have students repeat.



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

- Go over the directions and explain the concept/ meaning of quantity. Say, Quantity means how much of something. Use visual aids to demonstrate Quantity(Quantity of milk, coffee, etc.)
- Read the phrases in the box aloud and have students repeat. Encourage them to say a slice of cheese, a cup of coffee, etc. Say, a cup of....

a bowl of	a slice of	a cup of	a head of	a packet of	
a bunch of	a bag of	a carton of (x2)	a jar of	a box of	a piece of

- Allow students to choose to work individually or in pairs to complete the task.
- Monitor as they work and offer support and feedback as needed.
- Capture the class's focus and announce a pause in the activity. Celebrate the successful completion of the task.

Teaching Tip:
Helping students pronounce the vocabulary before doing the activity can give students more confidence. Take time to practice the pronunciation with a short repetition drill helps students have more success during the activity.

B. Read

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

- Point out the pictures and go over the directions.

- Before playing the audio, have students read the conversations silently then ask a few previewing questions: Where are the people in the first conversation? (At a restaurant) Who are they? (a server and a customer). Where are the people in the second conversation? (At a shop), etc.
- Say, I'm going to play the audio. Listen and choose the correct picture. Play the audio for the conversation 1. Then have students check their answers with a partner.
- Ask students to tell you why they chose the photo. Ask What words helped you choose the correct picture?
- Repeat with conversation

2. Practice the two conversations with a partner.

- Do whole-class choral repetition of the conversations to prepare students for the practice and support fluency. Read each line once or twice and have students try to repeat with the same pace and intonation.

1. At a Restaurant

Server: Are you ready to order?
Customer: Yes. May I have a bowl of chicken soup and rice with vegetables?
Server: Sure. Anything to drink?
Customer: Can I have a cup of tea, please?
Server: Do you prefer hot tea or cold tea?
Customer: Hot tea with lemon, please. And do you have any desserts?
Server: Yes, we have chocolate cake with lemon.
Customer: I would like a piece of cake, please.

A



B



- Pair students to practice the conversations. Walk around and monitor.
- Close the activity by calling on a few pairs to perform the conversations for the class.

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

- Point out the chart and connect the polite expressions to the discussion of table manners in Lesson 5. Say These expressions are part of good manners. They are polite phrases we use to offer or ask for food or drink.
- Read the examples of offers and requests aloud and have students repeat.
- Clarify the difference between offer and request. Say When we request something, we ask someone to give us something. When we offer something, we want to share or give something to someone.
- Play the audio and have students complete the task. Then have them compare answers in pairs.
- Play the audio again, pausing between items. Ask What words or phrases tell you if it is an offer or a request?
- If time allows, play the audio pausing between lines for students to repeat with natural intonation and pacing.

C. Listen

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

- Go over the directions and have students complete the task individually.
- Monitor while students work and offer support and feedback as needed.
- In pairs, students compare their answers (O or R).
- Elicit and write the correct answers so that students confirm their answers.

D. Write

Write the words in the correct order.

- Students work individually, then share in pairs before correction.
- Students write answers on the board.
- You might choose to give them more time for practice and acting out, if time permits.

Answer key:

1. Would you like to eat something?
2. May we please have two slices of pie?
3. I would like Moroccan couscous.
4. Can I please have two chicken sandwiches and a bag of chips?

E. Speak

Tell students that we will do a role play - act out a situation - in pairs. Go over the steps 1-4.

1. Choose a place

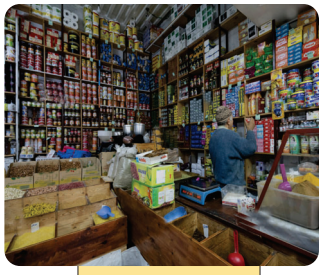
- Say, Choose a place (restaurant or local shop), prepare a role play, practice the role play to act it out later.
- Pair students to prepare their role plays. Allow plenty of time for them to create their scripts and practice.

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

- Say, when you finish your role play, practice it.
- Encourage students to use their voices and body language to be dramatic.



A Restaurant



A Local Shop

4. Show your role play to the class.

- Once pairs have practiced a few times, have them join another pair to rehearse and give one another feedback and support.
- Monitor while groups are preparing and give ideas, support, and feedback.
- Have pairs perform their role plays for the class. Close the activity praising students for their efforts.

Expansion Idea:

Bring in props for students to use during their role plays (set up a restaurant table or a shop cashier counter). Drama and situational role plays add fun and engagement to the lesson and help students become accustomed to using English in real life.

Variation Idea:

Instead of having pairs perform in front of the class. Record the role plays on video and show the video to the class. Then share them at a school assembly, post on the school website, share with students' families!

Lesson 8 Unit Test, Task, & Self-Assessment

Objectives

Students will...

- Complete a unit test that evaluates students' proficiency in listening, vocabulary, grammar and reading skills related to the unit topics.
- Complete a culminating task to apply and demonstrate what they have learning in the unit.
- Complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 2 Test

Note: At the culmination of each unit, there is a strong emphasis on evaluating students' proficiency in both listening and reading skills. These assessments play a pivotal role in gauging their comprehension and communication based on the application of the materials covered. Additionally, students get the chance to demonstrate their command of grammar and vocabulary, both of which support effective communication.

Listening

Items 1-17

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

A. favorite foods for breakfast and lunch

B. making plans to eat together

C. types of milkshakes

D. healthy eating habits

Answer: A

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

Answer Key: (in any order, students only need to tick the picture) Food: B, E, P, C, G, A, M, H, J, F. Drinks: A, H, G, F, E, C

Grammar and Vocabulary

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

Answer Key:

(18) one pumpkin (19) two pumpkins

(20) one strawberry (21) two strawberries

(22) one sandwich (23) two sandwiches

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

Answer Key:

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

C. Circle the correct word to complete the sentences.

Answer Key:

(36) I need some flour to make the cake.

(37) Do you have any pineapple for the fruit salad?

(38) We don't have any water.

(39) I like to drink a cup of tea for breakfast.

(40) I need a bunch of bananas for the fruit salad.

Reading :

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

Answer Key:

(41) Can I have a bowl of vegetable soup.

(42) Would you like anything to drink?

(43) Do you prefer hot tea or cold tea?

(44) Would you like anything for dessert?

(45) No, thank you.

My Score: _____ / 45 = _____%

Unit 2 Task – Choose One!

- Review each option and rubric. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Students can work individually, in pairs or small groups.
- During the period that you teach the unit, check in with students on their progress with the unit task. This will encourage students to work on the tasks at home.

Variation Idea:
Assign the tasks and pairs/groups (if working together) instead of giving students a choice. This way, students at a lower language proficiency level would work on an option that can help them feel successful. Ensure gender and disability inclusion in group assignments.

Option 1: Cooking Show Video

This task option integrates creativity, communication, and culinary skills development into students' cooking show video creation.

- Explain the activity: Create a cooking show-style video demonstrating a recipe.
- Encourage recipe choice by giving students opportunity to pick a favorite, possibly a family recipe.
- Guide students in writing a script explaining their choice and recipe steps.
- Help students gather ingredients and enhance presentation with images.
- Teach recording basics: cover video recording and editing basics, If time allows.
- Model clear, engaging cooking techniques.
- Provide a platform for class viewing or online sharing.
- Facilitate constructive peer feedback after watching each video.
- Conclude with students sharing their cooking, video, and presentation skills learning experiences and challenges.

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

The objective of this unit task is to facilitate a hands-on learning experience where students collaboratively create a multicultural cookbook. Through exploring recipes from various countries, translating them into English, and sharing information about their cultural significance, the task aims to promote cultural awareness, appreciation, and understanding among students.

- Explain the multicultural cookbook project to students, highlighting the importance of exploring diverse cuisines and cultures.
- Let students pick a recipe from another country, providing resources like cookbooks or websites.
- Instruct students to translate and document the recipe in English, emphasizing clarity and accuracy.
- Have students illustrate the dish or find an image online to accompany the recipe.
- Ask students to write a brief description of the recipe, including its type, cultural significance, origin, and typical occasions for consumption.
- Guide a group discussion on designing the cookbook cover, encouraging creativity and cultural representation.
- Compile and format all recipes into a cohesive book, either digitally or manually.
- Distribute printed or digital copies of the cookbook to families and teachers, and consider hosting a launch event for student presentations and sharing experiences.

Option 3: Good Table Manners (Etiquette)

This activity aims at promoting cultural understanding and appreciation through researching, creating, and presenting visual projects on Moroccan table manners. It also encourages collaboration, communication, and presentation skills among students.

- Clarify the task and its cultural significance with Morocco.
- Guide students in finding specific Moroccan table manners.
- Encourage students to compile a thorough list of do's and don'ts.
- Advise on creating engaging posters or videos.
- Allocate sufficient time for students to work on their visual projects.

- Facilitate constructive feedback sessions among peers.
- Provide assistance and feedback throughout the process.
- Recommend practicing presentations for clarity and confidence and help towards that purpose.
- Organize a structured session for students to showcase their work.
- Foster discussion on cultural insights and personal learnings gained from the task.
- Celebrate success and commend students for their collaborative efforts in accomplishing the task effectively.

Unit 2 - Self Assessment

- Point out the charts and how to do the self-assessment.
- Review the things in the chart. Say, These are the things we learned. Think about the unit. How do you feel? What do you do really well? What do you need to practice more?
- Give students time to do the Self-assessment. Answer any questions they may have about the language.

Unit 2: How about a snack?

AUDIO SCRIPTS

Spotlight

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

1. On weekdays, I get up at 7:00. I always eat breakfast before school. My favorite is toast with avocado and egg. I think a lot of Australians eat that for breakfast.
2. For breakfast, I usually eat bread with olive oil. My mother bakes fresh bread every weekend! If you come to Morocco, please try it!
3. Hi, I am from South Korea. We usually eat fish, rice, and soup for breakfast. I love it and it is very healthy!
4. In my country, we often eat granola and fruit for breakfast. It is very healthy and so delicious. Brazilians really love it.

Lesson 1: What do you like to eat for breakfast?

A. Vocabulary: Food and Drinks

Exercise A1a

Narrator: Listen and point to the food and drinks.

Food
yogurt
eggs
sandwich
pizza
burger
salad
fruit
vegetables
seafood
chicken
beef
pasta
cheese
bread
couscous
soup

Drinks

tea
coffee
juice
milk
water
soda
milkshake
hot chocolate

Exercise A1b

Narrator: Now listen and repeat.

See above. Pauses between words allow students time to repeat.

C. Listen

Exercise C1

Narrator: Listen to the conversation. Circle "thumbs up" for the foods Nour and Ahmed like. Circle "thumbs down" for the food Nour and Ahmed dislike.

Nour: I'm hungry!

Ahmed: Did you eat breakfast today?

Nour: Yes, but I only ate yogurt. It was good but now I am hungry again.

Ahmed: Ugh, I don't like yogurt very much. My mom made me fresh bread and olive oil for breakfast.

Nour: Oh, yum. I love fresh bread!

Ahmed: Me too.

Nour: My dad is cooking burgers for lunch today. Do you want to come to my house to eat?

Ahmed: Yes, thank you. I really like burgers.

Nour: I do too. I also really love chicken sandwiches.

Ahmed: Oh, not me. I don't like chicken very much, but I like seafood.

Nour: Same here! My mom is cooking seafood and vegetables tonight. It is my dad's birthday, so we are having a special dinner for him.

Ahmed: That sounds really good. I love vegetables because they are very healthy. Well, happy birthday to your dad. Have fun tonight.

Nour: Thanks! Now let's go to my house for lunch - I'm soooo hungry.

Lesson 2: Let's make a vegetable pizza!

A. Vocabulary: Food Items

Exercise A1a

Narrator: Listen and point to the food items.

apples
oranges
grapes
strawberries
carrots
onions
potatoes
tomatoes
pumpkin
cheese
milk
butter
beef
fish
rice
flour
lemons
beans
chicken
couscous

Exercise A1b

Narrator: Listen again and repeat.

See above. Pauses between words allow students time to repeat.

E. Listen

Exercise E1

Narrator: Listen to the conversations and write the missing words.

A

Salesperson: Welcome to the vegetable market. How can I help you?

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

Salesperson: Here you are. Have fun cooking today!

B

Oumaima: Let's make a fruit pie today!

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

Oumaima: Hmmm...let me see. We need peaches, flour, sugar, and blueberries.

Anas: Is that all?

Oumaima: Oh, and we also need some butter and eggs.

LESSON 3: DEAR: Drop Everything and Read

B. Read and Listen

Narrator: Read the story while you listen.

Evelyn's Bakery

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

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

Evelyn wanted to do a job that made her happy. Day and night, she thought about what to do. Evelyn remembered baking with her grandmother and got an idea! She would become a baker! With her dad's help, she opened a small bakery near her house.

She made many delicious things like cookies, cake, pies, and bread. She put love into every treat she made. Soon the bakery became famous.

Every time she saw a customer eat a delicious treat and smile, Evelyn smiled too. Evelyn had to work very hard, but her job gave her joy every day. She created a new motto for herself: "Study and learn as much as you can, but always do what makes you happy."

Lesson 4: We need juice for the party!

A. Look, Read and Match

Exercise A3

Narrator: Listen to check your answers.

A-Fast food

1/d) burger

2/e) pizza

3/f) sandwich

4/a) chicken wings
5/b) hot dog
6/c) French fries
B-Desserts
1/g) cake
2/a) smoothie
3/c) donut
4/d) cupcake
5/b) cookies
6/e) fruit salad
7/f) ice cream
C-Snacks
1/d) chips
2/e) nuts
3/b) chocolate
4/g) fruit
5/c) pretzel sticks
6/f) crackers
7/h) candy
8/a) popcorn

C. Read

Narrator: Read the text while you listen.
Ziri: Hi Khlidja! Is everything ready for the party?
Khlidja: Hi Ziri! I think so.
Ziri: What food do we have?
Khlidja: Well, we have burgers, cheese, dates, nuts, chocolate, and two big cakes.
Ziri: Great! What about drinks?
Khlidja: There is juice, soda, and, of course, water.
Ziri: So, what else do we need to prepare?
Khlidja: A fruit salad. We need an apple, an orange, two bananas, some strawberries, and a pineapple.
Ziri: Ok. I'll go to the grocery store to get them.
Khlidja: Thanks, Ziri, Please be quick!

Lesson 5: Global Citizenship and Fun Review

B. Listen

Exercise B2

Narrator: Listen to check your answers.
Good table manners often vary in different countries. Before you travel, it's a good idea to research table manners so that you can feel confidence when you eat. These table manner do's and don'ts from around the world will get you started.
In Denmark, always make sure others can see both of your hands you eat. You should also always hold your fork in your left hand. While eating, you should not put your elbows on the table, take the

last item from a shared plate, or speak when you have food in your mouth.

In Kenya, it is polite to wait for the oldest person to begin eating before you start to eat. You should also hold your spoon or fork in your right hand. It is also polite to always eat all of the food on your plate. Cleaning your plate shows that you enjoyed your meal. When you are thirsty, you should not pour your own drink. Wait for someone to pour it for you. Also, never put your left hand on a shared bowl or plate.

In China, it is good manners to pass a dish to someone with both of your hands. This shows that you want the person to have the food. At the end of the meal, you should leave a little bit of food on your plate. Otherwise, people may feel you did not get enough to eat. Also, never serve yourself before you serve others. It is important to show that you want to share your food. Also, don't stand your chopsticks up in your rice. Many people believe this is a sign of death!

India also has some interesting table manners. You should only eat with your right hand. And if you eat in a restaurant, you should leave your server a tip that is about 10% of the total cost of your meal. When you are a guest, it is polite to speak while eating. For this reason, do not eat too quickly. Take your time to both eat and enjoy the conversation. Also, when you are a guest, do not sit down before your host or the oldest person in a group.

Follow this etiquette advice, and you will feel confident while eating with friends from around the world!

Lesson 6: Do we have any fruit?

A. Listen and Read

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

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

Nadia: How was it?

Imrane: It was fun! We ate a ton!

Nadia: What did you eat?

Imrane: Lina's mom prepared some hamburgers. There was some pizza too. And we had some chips.

Nadia: Were there any vegetables?

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

Nadia: Were there any drinks?

Imrane: We had some juice, water and soda.

Nadia: Was there any cake?

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

Lesson 7: Could I have a glass of milk, please?

A. Vocabulary: Quantity Words

Exercise A1a

Narrator: Listen and point.

bottle of water

glass of juice

cup of tea

bag of chips

bowl of soup

pack of cookies

slice of watermelon

loaf of bread
box of cereal
bar of chocolate
bunch of grapes
carton of milk
can of soda
jar of jam
head of cabbage

Exercise A1b

Narrator: Now listen and repeat.

See above (A1a). The recording has pauses to give students time to repeat.

B. Read

Exercise B1

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

1. At a Restaurant

Server: Are you ready to order?

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

Server: Sure. Anything to drink?

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

Server: Do you prefer hot tea or cold tea?

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

Server: Yes, we have chocolate cake with lemon.

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

2. At a Local Shop

Staff: Good evening. Can I help you?

Customer: Could I have two packs of cookies please?

Staff: Sure. Anything else?

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

Staff: Ok, here you go.

Customer: Thank you. How much is that?

C. Listen

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

1)

Customer: Could I please have a bowl of cereal and a cup of coffee?

Server: Sure, I'll be right back with it.

2)

Staff: Would you like a glass of water with your meal?

Customer: No, thank you.

3)

Man: I want to cook dinner tonight. Do you prefer couscous or seafood pasta?

Girl: Couscous, please.

4)

Man: May I have a bag of chips and a bottle of sparkling water please?

Server**:** Sure, here you go.

Lesson 8: Unit Test, Task & Self Assessment

LISTENING

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

A: Oooo! I'm so hungry!

B: Did you eat breakfast?

A: No. Not today. I usually eat a big breakfast but today I didn't have time.

B: What do you like to eat for breakfast?

A: I like to have a big breakfast. I usually eat eggs, yogurt, cheese and fruit. I also have a big glass of milk. How about you?

B: I don't like breakfast, so I usually just drink coffee or juice.

A: What about lunch?

B: I eat a big lunch. I usually have a sandwich or a burger. I also have soup. How about you?

A: I have a big lunch too. I have pizza or chicken with a salad.

B: What do you drink with lunch?

A: I usually just have water but sometimes I have soda.

B: Me, too. And, I like to get a milkshake after school.

A: Good idea! Let's get one after school today!

B: Sounds good!

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

See above.

Unit 3: Enjoy your time online!

Theme: This unit is about technology and online activities.

Unit Overview

The unit is focused on the activities teens enjoy, ranging from recreational to various online pursuits, reflecting the era of technological advances. Activities include surfing the internet, making videos, making playlists, dancing online, playing video games, listening to music, going to the gym, riding bicycles, and swimming. Lesson 3 (DEAR): Students read a story about how a teenager uses technology to create a business. This lesson emphasizes social mobility, the payoff of hard work, using money for well-being and improving the world. Lesson 5 (Global Citizenship): This lesson covers healthy life advice, good time-management habits to reduce stress and achieve goals, and the language function of giving advice. It also introduces the use of "be going to + verb" for future plans. Lesson 8 includes a test assessing listening, vocabulary, grammar, and reading. Project work offers students three options, and a self-assessment rubric helps them reflect on their learning.

Learning Objectives Students will …

- Identify and talk about online activities.
- Discuss likes and dislikes for various movie and book genres
- Ask and answer questions about the prices of tech devices
- Read and respond to a biography about a YouTube star
- Identify positive and negative online practices
- Learn how to use the future tense with: will+verb
- Prevent climate change



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

Lesson 1: Do you use social media?

Online activities

- Online activities (shop online, post photos, make videos, surf the net, etc.)
- Grammar: adverbs of frequency (often, sometimes, hardly ever, rarely, once, twice)

Lesson 2: Do you watch movies online?

Movie genres

- Movie genres (drama, comedy, action, animated, etc.)
- Expressing likes/dislikes (like, love, crazy about, don't like, hate, can't stand)
- Adjectives to describe movies/books (awesome, excellent, all right, so-so, awful, boring, etc.)

Lesson 3: Drop Everything and Read

Read for pleasure and respond

- Biography on MrBeast–a YouTube star

Lesson 4: I use my laptop to do homework.

Electronic devices

- Grammar: possessive adjectives (my, your, his, her, its our, their)
- Electronic devices (laptop, smartwatch, game console, virtual reality headset, etc.)

Lesson 5: Global Citizenship and Fun Review

Read and discuss good online practices

- Discuss how to be a good online global citizen
- Take a survey about positive or negative online practices

Lesson 6: How do you upload a photo?

Prices

- Ask for and give prices
- Online actions (click on a link, log in, edit a text, type my password, etc.)

Lesson 7: Life will be smarter in the future!

Future technology

- Grammar: Future with will (In the future, cars will fly. Will phones be different?)
- Time expressions for the future (In the future, Soon, In 20 years, Someday, Next year, etc.)

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 1 Test
- Unit 1 Task-Choose one!
- Unit 1 Self-Assessment

SPOTLIGHT

Warm up

The objective of the warm-up activity is to ignite student engagement and curiosity by initiating an interactive discussion centered around technology.

- Write the word technology on the board. Ask students to point to and say all the types of technology they know (can be in their native language). Write them on the board.
- Say, This unit is on technology. We will learn how to talk about the things we do with technology.

Spotlight

The global objective of the Spotlight activities is to activate schema around the theme, listening skills, identify activities related to technology, and foster communication and sharing among students.

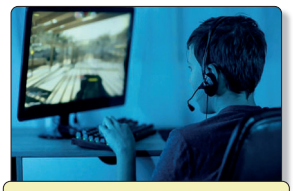
SPOTLIGHT:
1. Listen and tick (✓) the online activities these teens enjoy doing.
2. Underline an activity you like to do with technology. Share with a partner.



1. Nick
☐ Makes recipes from around the world
☐ Makes videos for his family



2. Mei
☐ Takes gym classes online
☐ Teaches dancing online



3. Elhiba
☐ Makes video games
☐ Plays video games with online friends



4. Sonia
☐ Makes playlists for friends
☐ Creates music apps

1. Listen and check (✓) the online activity these teens talk about.

- Briefly introduce the students you'll be hearing from (Nick, Mei, Elhiba).
- Point out the pictures of the four students and the choices under their names. Use pictures or gestures to get the meaning across.
- Say, We are going to listen to some teenagers talk about what they like to do online. Then, Say, as you listen, tick the online activities the students talk about.
- Play the audio, pausing briefly after each speaker to allow students to tick their answer.
- Play the audio a second time for students to double check their answers.
- Pair students. Pairs compare their answers. Then, check the answers by asking different students to share their answers.
- Facilitate a whole-class discussion by asking volunteers to share which activities each person mentioned. Consider using a chart on the board to track answers collaboratively.

2. Underline an activity you like to do with technology.

- Read the direction then demonstrate how to do the next task. Say, I like to make videos with my family. I'm going to underline that activity. I also like to take gym classes online. I'm going to underline that. Underline the activities you like to do.
- Give students time to underline their choices.

3. Share with your partner.

- Pair students. Say, What do you like to do? What did you underline? Tell your partner.
- In pairs, students take turns discussing their underlined choices. Encourage them to ask follow-up questions like "Why do you like that activity?"
- Monitor pair work discussions to ensure everyone participates. Ask a few students to share their likes with the class.

Lesson 1 Do you use social media?

Objectives

Students will...

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

Warm up

- Write online on the board. Say Let's differentiate between online and on the line.
- Say, We say online when we are on the internet. Draw a line and make an X on the line. Say, There is an X on the line.
- Practice pronunciation of the term online.

Teaching Tip:
Thumbs Up!

1. Say, Thumbs up means connected. Show them first, then ask students to hold up their thumbs. Explain if needed.
2. Ask, "Are we connected right now?" Everyone should give a thumbs up.
3. Explain "online" means connected to a bigger network, like the internet. Make a web-like motion with your fingers.
4. Ask, "Can we be connected online?" Everyone gives a thumbs up.
5. Say "online" clearly a few times. Have students repeat it together.

A. Vocabulary: Online Activities

By the end of this activity, students will be able to identify and discuss common online activities, practice listening and speaking skills by describing their own online habits, and use adverbs of frequency to express how often they engage in these activities.

1. Listen and point. Then listen and repeat.

- Point out the pictures. Say These are things we do online. Listen and point.
- Play the audio. Hold up your book and point to the pictures as each phrase is said.
- Gesture the meaning of again and say, I'm going to play it again. Listen and say the words. Then play the audio again.

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

- Model the second part of the activity. Write, Which activities do you often do online? Underline the word often. Say, Often means a lot. Which activities do you do a lot? Tick the activities you often do online.
- Give students time to tick their choices.



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

- Model the activity by telling them which activities you do often. Say, I often _____, _____, and _____.

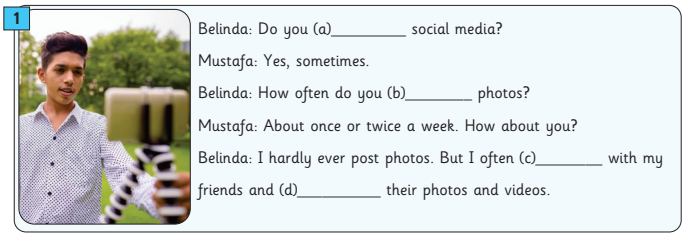
- Next, write these sentence frames on the board: A: Which online activities do you often do / B: I often _____, _____ and _____.
- Pair students. Have students ask and respond to the question using the sentence frames on the board.

B. Listen

By the end of this activity, students will be able to listen to two conversations, identify missing words from each conversation, and accurately fill in the blanks while practicing spelling and comprehension skills.

1. Read and listen to the conversation. Write the missing words.

- Point out the pictures and the conversations. Say, Listen to the conversations. Write the missing words.
- Demonstrate how to do the exercise by doing the first item with the class. Play the audio and stop after the first person. Ask, What word is missing? "use". Write the word use on the board.



- Continue playing the rest of the audio.• Replay the audio entirely for students to check their answers. Say, I'm going to play it again. Check your answers.
- Have pairs compare their answers then review with the class by having different students read the conversations aloud. Write the answers on the board for students to check their answers and spelling.

Teaching Tip:

Whenever possible, have different students practice the conversations in the book. By having different students take turns, everyone gets a chance to practice speaking English, not just the usual volunteers. This is especially helpful for students who might be shy or hesitant to participate. Students with higher proficiency can change the conversation for a higher-level practice.

To ensure you give all students a chance throughout a week, write students' names on a stack of cards. Draw two students' names and ask them to read aloud. When you finish with the stack, start again!

C. Grammar in Context

Teaching grammar within context involves embedding instruction into meaningful scenarios like reading, writing, and conversation. It prioritizes real-life language usage over isolated rule memorization. Charts, as seen in Spotlight 2, are introduced only after students have comprehended concepts through authentic contexts.

Read the language box. Circle the words in Exercise B1.

- Point out the phrases in the grammar box (once a day, twice a week, three times a month, often, sometimes, hardly ever, etc.) Ask, What do you notice? (Some phrases come after the verb and some come before the verb)
- Review the meaning of each phrase by making visuals or giving examples to get the meaning across (calendar, timelines, percentages, etc.). Give some sample sentences and show a visual to get the meaning across of the phrases. For example: I use social media once a day. I make videos once a week. I send emails three times a week. I often go online. I sometimes post photos. I hardly ever play video games. I rarely make videos.

- Have students practice the pronunciation of each phrase.
- Say, Read the conversations in Exercise B again. Underline the phrases with these phrases.
- Demonstrate how to do the task by doing the first two items together.
- Review the answers by asking students to say which phrases they underlined in the conversations.

D. Speak

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

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

- Point out the chart and review the meaning of phrases in the left column (post photos, play video games, send emails, make videos, shop online). Say, For number 6, write your own idea.
- Demonstrate how to do the activity by recreating the Me column on the board. Go through each one with your own personal information. For example, say, I post pictures twice a week. I rarely play video games etc. For each sentence write the adverb of frequency on the board in the Me column.
- Have students complete the chart with their own information. Tell them to write one of the phrases from Exercise C.

2. Pair students up. Say, Take turns asking and answering about your online habits. Complete the "My Partner" column in the table.

- Pairs use the sentence frames to talk about how often they do the activities.
- Close the activity by asking a few students to share how often they do the activities.



E. Write

Objective: Students will write a short paragraph describing their partner's online habits, using notes from Exercise D to guide their writing. They will then share their paragraphs with classmates, fostering peer interaction during a class discussion where students read their paragraphs aloud and engage in follow-up questions to deepen understanding.

1. Write a short paragraph about your partner online habits. Use notes from exercise D to help you.

- Point out the template and read the directions. Say, You are going to write a short paragraph about your partner's online habits. Look at your notes from Exercise D to help you.
- Demonstrate how to do this by writing a paragraph using your own notes about yourself from Exercise D.
- Then, give students time to write their sentences. Walk around and monitor their work.

2. Share your paragraph with your class.

- Ask a few students to read their paragraph to the class.
- Ask follow-up questions about the activities.
- If you see some of students' errors are recurrent, take notes and devise an activity as remedial work.

Lesson 2 Do you watch movies online?

Objectives

Students will...

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

Warm up

- Start with an engaging opener: "Do you like to watch movies?" and "How do movies make you feel?"
- Write the following on the board: What are your three favorite movies? Say, look at this question. Who can read the question?
- Prepare a list of movie titles in case students don't have any films in mind at the moment.
- Model the question or let students model the question and answer. Then, give students to think about the question and write sentence frames on the board such as: One of my favorite movies is_____. Another favorite movie is _____.
- Put students into small groups. Say, Say your three favorite movies. Walk around and monitor their discussions.
- Ask some students to share their favorite movies. See if anyone has the same favorites.
- Conclude the activity by celebrating success to fuel motivation and reinforce the value of watching films and talking about them.

A. Speak

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

- Point out the chart. Read the items in the chart and make sure students understand the meaning of each one.
- Demonstrate how to do the exercise by going through the items and responding with your own personal information. Write your answers on the board.
- Say, Read the questions and circle your response.

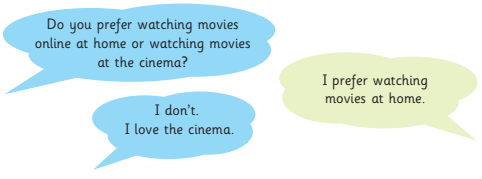
	Which do you prefer...	Your Partner
1	a. watching movies online at home OR b. watching movies at the cinema?	☐ same ☐ different
2	a. shopping online OR b. shopping in a store?	☐ same ☐ different
3	a. chatting with friends online OR b. chatting out with friends in person?	☐ same ☐ different
4	a. playing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






2. Work with partners. Ask and answer questions about your preferences. Take turns. Tick "same" or "different".

- Write the following sentence frames on the board: Do you prefer _____ing _____ or _____ing _____. / I prefer _____ing _____.
- Demonstrate how to do the exercise by having different students ask you the questions for each item in the chart. Respond using the sentence frame.
- Then, say, Ask your partner and check if you are the same or different for each one.
- Walk around and monitor their pairwork. Ask a few pairs to say what they had as the same and what was different.



B. Read

Students will develop cultural awareness by identifying different types of movies based on descriptions, match them to corresponding pictures, verify their answers through peer collaboration, and articulate examples of each movie type to enhance communication and critical thinking skills.



1. Read about types of movies and match them to the pictures.

- Point out the descriptions of each movie type in the chart below the pictures. Use examples of movies to get the meaning of the genres across to the students.
- Point out the example of how to do the exercise. Say, Picture F is a science fiction movie.
- Say Look at the pictures of movies. Write the letters of each type in the chart.
- Walk around and monitor their work.

2. Students work in pairs. Check your answers together and write an example of each type of movie.

- Pair students. Have pairs compare their answers and then write an example of each type in the chart.
- Monitor the whole process ensuring all students participate.

3. Share your ideas with your class.

- Close the exercise by asking students to share their answers and their examples of movies. Point out the speech bubble. Encourage students to use that as a sentence frame when sharing their examples.

Avatar is a science fiction movie.

C. Speak

Students will practice expressing their preferences for movie genres using phrases like "like," "love," and "hate," while providing reasons for their choices, fostering improved language fluency and opinion-sharing skills.

1. Study the sentences below. Underline the words and phrases for likes and dislikes.

- Point out the phrases in the box (like, love, be crazy about, really don't like, hate, can't stand) Review the meaning of each phrase by showing/drawing visuals or giving examples to get the meaning across.
- Pair students and have them practice pronouncing each phrase. Then, direct them to underline the phrases in the sentences provided in the chart. Ensure active participation from all students and encourage them to discuss with their partners for mutual understanding.

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

2. Answer to these questions about yourself.

- Point out the Real World English chart and review the sample Question and Answer.
- Write Answer + Reason on the board. Say, It is good to give a reason for your answer. It explains why you like or don't like something.
- Write and say a few more examples of Answer + Reason related to movie genres. I don't like drama movies. They are boring. I'm crazy about comedies. They are funny. I hate sci fi movies. They are not true.
- Point out the questions in the book. Say, Answer these questions. Write a reason for each one. Walk around and monitor students' work.

Real World English
Answer **+ Reason**

Q: Do you like horror movies?
A: No, I don't. **I can't sleep after a horror movie!**

3. Ask and answer the questions in exercise 2 with a partner. Remember to give a reason.



- Point out the speech bubbles. Say, Ask and answer the questions from Exercise 2 with your partner. Give your reasons.
- Organize students into pairs and allocate a short time for practice.
- Announce to the class: "Now, you will each share a few examples with the class."
- Call on a few students to exchange questions and answers before the class.

D. Read

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

A **Movie:** A Horse Story
Type: _____
My rating: ★★★☆☆



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

- Write Movie Review on the board. Ask, What is a movie review? Do you read them? Where can we find a movie review? Elicit a discussion on movie reviews and where they read them. Show real movie reviews online. Show reviews in different languages if you like (e.g. Arabic)
- Point out the movie reviews in the book. Say, Read the two movie reviews. Write the type of movie for each one.
- Give students time to read and write. Then check their answers.

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

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

- Point out the chart. Explain the titles for each column. Ask, What is an opinion? (What you think of something)
- Say, Read the movie reviews again and complete the chart.
- Give students time to read and complete the chart.

3. Work in pairs. Compare your answers. What movie would you like to see? Why?

- Pair students. Say, Talk about your answers with your partner. Which movies do you want to see? Give a reason.
- Supervise student discussions, offering assistance as required.

E. Write

You will write a movie review. First, choose a movie you have watched. Next, plan what you will write by completing the chart below. Use the language bank to help you. Then, write your review.

- Attract students' attention. Say, Alright, everyone, listen up! Now we are going to write short movie reviews. Tell them to choose a movie they've watched, whether they liked or disliked it.
- Say, Now, open your books and let's check this table together. Read the 5 columns of the plan in the SB, "Movie Name", "Type", "What is it about?", "Your Opinion", and "Rating" (out of 5 stars, perhaps).

- Then, Say, Let's model an example together. I'll fill in the table with information about a movie I watched.
- Tell students to check the 'Language Bank' in their textbook to organize their thoughts.
- Afterwards, Say, Now, individually, fill in your table for your chosen movie and start writing your paragraphs. I'll be around for any questions.
- Once you're done, Ask, who wants to share their review with the class?
- Listen to a few examples, give them some time to share with the class.
- Praise students for their excellent work and collaboration.

Variation Idea:

After students write their movie reviews, collect them and edit for mistakes. Keep the correction of the mistakes to the minimum to encourage their writing fluency. Have students rewrite a second draft. Then, have them print out a picture of the movie, or have them draw a picture that relates to the movie. Block out the movie name on the movie review and post them around the room. Then shuffle the pictures of the movies and hand one to each student (ensuring that they don't get their own movie). Students walk around and read all the movie reviews and find the movie that matches their picture. They tape the picture underneath the movie review. Each student checks to see if their classmate posted the correct picture underneath their review.

Expansion Idea:

Practice with the adjectives to describe movies and books. Brainstorm a list of movies with the class. Write the titles on the board. Practice the pronunciation of the adjectives in the language bank.

Write the following sentence frames on the board:

I like/love/am crazy about/really don't like/hate/can't stand

the movie_____. It is _____.

Have students talk about the movies listed on the board. Encourage them to use the adjectives in the language box and the sentence frame on the board.

Lesson 3 DEAR: Drop Everything and Read

Objectives

Students will...

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

A. Look at the pictures of MrBeast, a YouTube star.

1. What do you know about MrBeast?







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

- Point out the pictures of MrBeast.
- Ask: This is Mr.Beast. What do you know about him? What can you see from the pictures? Write their ideas on the board. Write some of their words on the board.
- Students' predictions should not be corrected at this level. Say, there is no false or true prediction at the moment. Let's wait and see!
- Check their readiness to listen to the story.

B. Listen to the story.

- During the read-aloud session, infuse the story with enthusiasm by using varying vocal tones and expressive gestures that reflect the story's emotions and dynamics. Change the pace, volume, and pitch of your voice to engage students' attention and effectively convey the subtleties in the biography about MrBeast. Encourage students to observe gestures and facial expressions, bridging visual and auditory cues for enhanced comprehension.
- Pause at significant points to ask students comprehension questions such as: What is Mr.Beast's real name? (Jimmy Donaldson) Where is he from (North Carolina, USA) Is he famous? (Yes) How do people see him? (on the Internet) What does he do? (He has businesses). Does he make a lot of money? (Yes) What did he like doing when he was a teenager? (play video games) What did he do when he was 13 years old? (teach people how to play video games) etc. These meaning-making questions can foster a more interactive reading experience that supports students' understanding, while also modeling the cognitive process for learners.
- Point out the pictures to support understanding.

C. Read the story while you listen.

- Guide students to read along with the text while concurrently listening to the teacher or an audio recording.
- Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms. This also helps students become more aware of how the English language is chunked.



D. Think about the story. Complete the tasks.

- Point out the questions 1-2. Give students time to color the stars, and circle how the story made them feel. Say, note that 5 is the highest rating.
- Demonstrate how to share their thoughts about the reading. Say, I give this story _____ stars. This story made me feel _____.
- Ask students to share their ratings and adjectives. Encourage them to give a reason.
- For question 3, write the word successful on the board. Say, Successful means good. When someone is successful, they do a good job. Elicit their ideas of why MrBeast is successful.

E. Discuss

- Point out and read the questions. Be sure students understand and ask the questions. Give examples to get the meaning across.
- Put students into groups. Say, Discuss three questions. Walk around and monitor their discussion.
- Close the activity by asking a few groups to share what they talked about.

Expansion Idea:

1. Have students do research on MrBeast and give a presentation on the types of business he does. Each individual student or pair can choose an aspect or a business of Mr.Beast and give a presentation about it to the class.

3. Homework Assignment

Goal: Students practice question formation and basic conversation structures in English.

Materials: Text about MrBeast (Lesson 3 DEAR)

Procedure:

1. Divide students into pairs and explain they will be journalists interviewing MrBeast.
2. Tell them it's a homework assignment. Encourage students to meet at school or use social media to collaborate.
3. Have students reread the text about MrBeast.
4. Provide the following question prompts for students to use as a guide:
    - When did you start making YouTube videos?
    - Why did you want to start your channel?
    - Do you like to share your money with others?
    - Making funny videos can be difficult. Is it hard for you to be kind at the same time?
    - Can you give some advice to students who want to make their own YouTube channel, like yours?
    - What message do you hope people get from watching your videos?

Lesson 4 I use my laptop to do homework.

Objectives

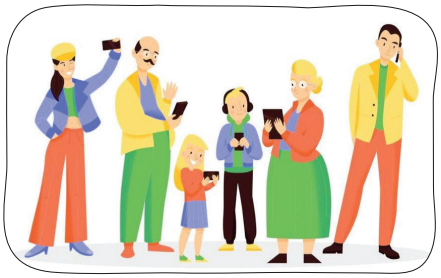
Students will...

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

Warm up

- To review the online activities from Lesson 1, have students write all the online activities they did this week. Say, What online activities did you do this week? Write them.
- Pair students. Tell pairs to share their lists and say, Count how many things you did this week.
- Have the person with the most activities say their list aloud.

A. Listen and Read



1. Listen, read and answer the following questions:
The overall objective is to engage students in listening and reading comprehension related to the topic of social media and technology, as well as practicing conversational skills.

1. What is Mina's favorite social networking app?
2. What do her parents think of technology?
   - Point out the conversation and preview the questions.
   - Say, "Listen and read along as we hear the conversation between Mina and her parents.". Say again, Let's listen and read.
   - Play the audio. At the end of the audio, say, Discuss the questions with a partner.
   - Give students time to discuss and answer the questions, then ask for students to share their answers.
3. Practice the conversation with a partner.
   - Pair students. Say, Practice the conversation with your partner.
   - Walk around the classroom and monitor students' conversations, offering support and feedback as needed.
   - Close with having one or two pairs say the conversation aloud.

Teaching Tip:
Before checking the answers, Say, grab our pencils! Underline the parts of the conversation that answer these questions. This is a great way to practice finding information quickly. Say, this skill is called scanning, and it's super important for reading efficiently!

Variation Idea:
Have students write a conversation similar to the one in Exercise A with their own information. Check it for grammatical errors, and then have students perform it in front of the class.

B. Grammar in Context

Teaching grammar within context involves embedding instruction into meaningful scenarios like reading, writing, and conversation. It prioritizes real-life language usage over isolated rule memorization. Tables

or charts used in Spotlight 2, are introduced only after students have comprehended concepts through authentic contexts.

1. Read the chart. Underline the possessive adjectives in the conversation in Exercise A. Here are some steps to follow:

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

- Write the following sentences on the board: I check my email twice a day. Do you like your computer? He has red headphones. She has a new camera. We posted our photo online. They bought their phones online.
- Point out the grammar chart. Point to the right column and say, These are possessive adjectives.
- Read the sentences on the board. Have different students come up and underline both the subject pronoun and the corresponding possessive adjective in the sentences.
- Say, Now, underline the possessive adjectives in the conversation in Exercise A. Do the first one together. (I often check my friends' updates.)
- Give students time to do the rest, then check their answers. Have students point out the possessive adjectives they found in the conversation.

2. Complete the sentences using possessive adjectives

- Point out the sentences (1-7). Say, Write the possessive adjectives in the sentences.
- Do the first one together, then give students to complete the rest on their own. Say, You can check the grammar box for help.
- Review the answers with the class. Write the answers on the board.

  Answer Key: 1. my, 2. her, 3. your, 4. his/his, 5. their or its, 6. Our, 7. their. 8. her.
- High five everyone for a great job!

C. Vocabulary: Electronic Devices

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



- Point out the pictures in the student book. Say, These are electronic devices. Listen and point.
- Play the audio. Say Hold up your book and point to the pictures as each word is said.
- Gesture the meaning of again and say, I'm going to play it again. Listen and say the words. Then play the audio again.

2. Check (✓) the devices you have. Tell a partner.

- Model the second part of the activity. Say, I have a _____, _____, _____ and _____. What do you have? Tick the things you have.
- Give students time to tick their answers.
- Pair students. Say, Tell your partner the electronic devices you have. Write a sentence frame on the board for support: I have a _____, _____, _____ and _____.
- Walk around the classroom and monitor students' conversations, providing support and feedback as required.

D. Act and Guess



This activity encourages active participation and helps students practice vocabulary in a fun, interactive way. In a small group, take turns acting out using an electronic device. Guess the device

- Model the activity by acting out a few electronic devices in A.
- Say, Watch and say the word. Act out the words "laptop" and "speaker". Elicit the words from the class.
- Put students in small groups to do the activity. Walk around and monitor their group work.
- Close the activity by having a few students act out a word for the rest of the class to guess.

E. Write and Share



Objective: Students will write and share descriptions of their personal devices and their uses.

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

- Point out and read the example sentence. Create a few sentences of your own for more support. Then, say, Write about the devices you have. What do you use them for?
- Give students time to write their sentences. Monitor their work.

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



- Pair students. Tell students to share the items they have. Say, Tell your partner what you have and what you use them for. Walk around and monitor their pairwork.
- Ask, What do you both have in common? What was the same?

Prevent Climate Change:



- Direct students to the Climate Change tip and help them to understand it.
- Talk About Real-Life Examples: Show how climate change affects people and nature around the world with current news stories and examples. (e.g., Show pictures of melting ice in the Arctic and talk about how it affects polar bears.)
- Encourage Green Habits: Teach students to recycle, save energy, and reduce waste with fun activities like starting a garden or recycling program. (e.g., Start a class project to recycle paper and plastic in the classroom.)

Lesson 5 Global Citizenship and Fun Review

Objectives

Students will...

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

A. Read

Students will identify and match tips for being good online citizens with corresponding parts of a given text by reading, previewing, and re-reading the text.

Find the Main Ideas
Look at:
- Titles
- Pictures
- **Bold** words
- First and last sentences

1. What is the text about? Circle the right answer.

A. Good social media apps

B. Tips for being good online

C. Good ways to surf the net

- Point out the Find the Main Ideas box. Discuss the items in the list. Use examples (titles, pictures, bold words, first and last sentences) from the reading on How to be a Good Online Global Citizen to discuss how to find the main idea.
- Say, What is the text about? Circle the answer. Give students time to read the options and circle their choice. Then, discuss the answer. Say, This text is about how to be good online. Let's read.
- Next, read the text on How to be a Good Online Citizen. After each tip, ask comprehension questions such as: What are some things you can ask yourself before you post? (Is my post true, helpful, inspiring, necessary, kind?) What can you do if you have a problem with a friend? (talk to them, don't post about the problem)

2. Read and match the tips to the text

- Point out and read the tips and the Hint box. Say, Match the tip to the text. Write the letter on the lines above.
- Give students time to match the tips. Then pair students and have them compare their answers.
- Review the answers with the class.

How to be a Good Online Global Citizen

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

1. .....

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



B. Assess your Online Practices

Read these online activities. Tick (✓) the positive and cross (X) the negative ones:

- Write the words positive and negative on the board. Say, Positive means good. Negative means bad.
- Point out the online practices in the chart. Say, Tick (✓) the positive ones and put an X on the negative ones.
- Give students time, then pair students to compare answers. Review the answers together by reading them aloud and asking students to say positive or negative for each one.

- Discuss which ones they see people do. Discuss how they can stop or discourage people from doing those things online. Discussion can be in native language in order to convey the importance of the topic.

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

By doing this, students will analyze online activities and identify positive and negative examples. They might discuss the potential consequences of negative online behaviors and explore strategies to promote a positive online environment.

Variation Idea:
Have students use the chart as a survey. Have them answer yes/no for each item and discuss how they can continue to be good online citizens or how they can do better online.

Teaching Tip:
It is OK to designate important discussion topics and to conduct those discussions in their native language. It is more important to convey the importance and meaning of some topics than to refrain from doing so due to language barriers in English.

Fun Review

A. Game: Say it now!

Objective: Students will learn and practice playing a game of charades focused on classroom vocabulary.

- Demonstrate how to do the game with the class. Have one student come to the front of the class to be your partner. Without him/her looking at what you write, write a few classroom words on the board: desk, book, pencil.

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

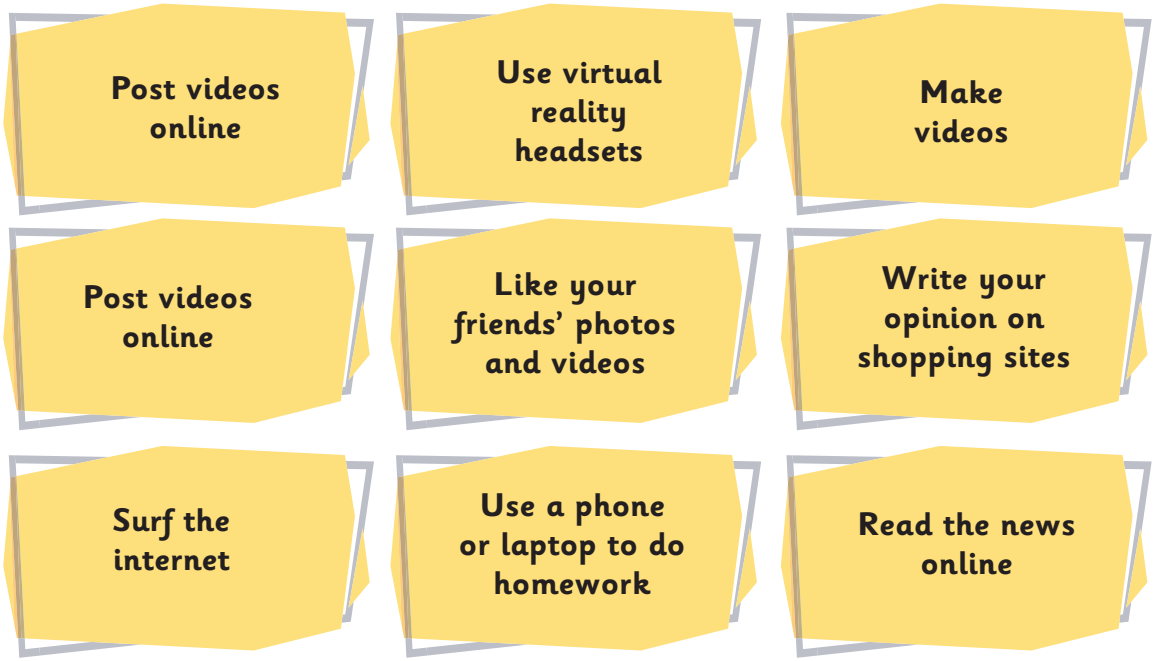
- Say, I'm going to act, draw or give you a clue. Guess what it is.
- Next, act, draw or give a clue for the three words you wrote on the board. Encourage the student to guess. The rest of the class can help give clues, too.
- After the demonstration, divide the class into groups of four. Review the directions and have the groups play the game. Walk around and monitor their games.

B. Game: Tic Tac Toe

- Point out the tic tac toe boxes in the book. Model the game. Say, Ask a question, then put an X or an O on the board. For example, point to the first picture in the left corner and say, How often do you post videos online? Then say, I can now put an X on the board.
- Pair students to play the game. Monitor their play. As students finish the game, have them get a new partner and replay the game 2-3 times if there is time.

Rules

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



By using this game of Tic Tac Toe, students will practice asking and answering questions about online activities depicted in the book. They will enhance their speaking skills and engage in meaningful interactions while aiming to win the game by aligning three Xs or Os in a row.

Lesson 6 How do you upload a photo?

Objectives

Students will...

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

Warm up

- Review numbers. Have students take out a piece of paper and number it from 1-10. Say, I'm going to read some numbers. Listen and write the numbers you hear.
- Start saying double digit numbers (45, 59, 23, etc.), then increase to triple digit numbers (149, 256, 300, etc.)
- Number the board 1-10 and ask students to write their answers on the board. Practice the pronunciation of the numbers with the students. Have them repeat after you.
- Tell each student to write 5 numbers on their paper.
- Next, pair students and say, Say your numbers aloud to your partner. Your partner writes them. Then check.
- Monitor their pairwork.
- Close by having students say numbers and you listen and write them on the board.

A. Read

The objective of this activity is to practice reading comprehension and listening skills, and to reinforce vocabulary related to electronic items and their prices.

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

- Point out the sales advertisement in the book. Say, What things do you see?
- Elicit the names for the devices in the advertisement. Then, say, What things do you want? Circle them.
- Pair students and ask them to share what they want to buy with their partners.

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



2. Complete the chart with the price of each.

- Point to the prices in the advertisement. Say, How much is the laptop? Elicit the answer and then say, Write the price in the chart. Check the answer and write it on the board.
- Then, say, Write the other prices in the chart.
- Pairs compare their answers with each other.

3. Listen to check your answers. Then match the numbers in exercise 2 to their written forms.

- Play the audio or read the prices for each item aloud as students check their answers.
- Next, point out the example of matching the written form number to the prices in the chart. Say, Read the number then write the letter that corresponds. Do another one as an example.
- Have students continue writing the letters then check their answers.
- Close with a collective correction.

Expansion Idea:
Have students create their own advertisement for an electronic device. Have them draw the device, think of a price and create it as an advertisement.

B. Speak

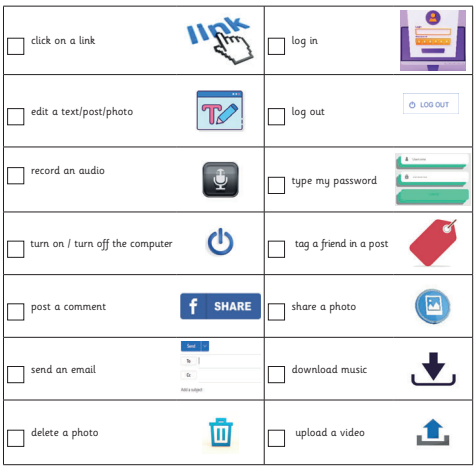


By building on their knowledge of singular and plural forms of the verb 'to be' (is/are), students will be able to ask and answer questions about price using these verb forms in the information gap activity found in their student books.

- Write the following conversations on the board: How much is the computer? / It is $500. and How much are the watches? / They are $100.
- Ask, What do you notice about these two questions? Elicit that one question is asking about one singular item (computer) and the other question is asking about multiple items (watches).
- Ask, What words are different in both sentences? (is/are; it/they) Discuss that is and it are used with singular items and are and they are used with multiple items.
- Point out the speech bubbles in the book. Say them aloud and have students repeat.
- Next, demonstrate the activity. Point out the tablet in Picture A. Say, How much is the tablet? Then point to the tablet in Picture B and elicit the answer. (It is $149.)
- Then, pair students. Tell students to designate each other as Student A and Student B and to ask and answer the questions to find out how much each item is in their chart. Tell them to write the price they hear. Remind students to look at only ONE of the advertisements in the book. Mime covering the second one. This will ensure that students have to listen to one another to complete the information gap.
- Walk around and monitor their pairwork.
- Close the activity by asking the class to respond to the question, how much is the _____ / how much are the _____? For each item in the chart.

C. Vocabulary: Online Actions

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



- Look at the pictures of the online actions. Review the meaning of each one. Use gestures or real life examples to get the meaning across.
- Practice the pronunciation of the actions. Say the phrases and have the students repeat.
- Then, ask students to tick the online actions they often do. Demonstrate how to do the activity. Say, I often click on a link. I often type my password, so I'm going to tick those.
- Give students time to tick their online actions.

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

The main objective of this activity is to enhance students' language proficiency by enabling them to accurately identify and select the correct word in context to reinforce online actions related vocabulary.

- Point out the conversations. Say, Circle the correct word in each sentence. Let's do the first one together.
- Read the lines in conversation 1. For each option, ask, Which is the correct word?
- Give students time to read and circle the correct answer.
- Have pairs compare their answers and then review the answers with the class.
- Tell pairs to practice each conversation with their partner.
- Close by asking four different pairs to say the conversations aloud. Congratulate students for their participation.

D. Speak

Students will demonstrate their understanding of online actions by creating icons representing activities they often and rarely do, engage in collaborative discussion to guess their partner's online habits based on the drawings, and reflect on their own and others' digital behaviors.

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

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

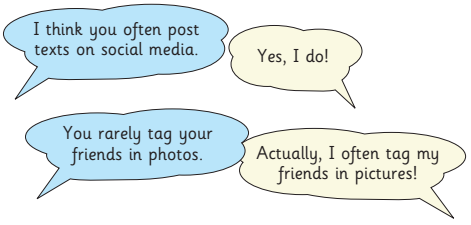
The objective of this activity is to develop students' ability to express frequency of actions related to online activities through visual representation. **Using visuals in this way is a good UDL practice.**

- Demonstrate how to do the task. Say, I'm going to draw 3 online actions I often do and 2 online actions I rarely do on the board.
- Draw your icons on the board. Then ask, Which ones do I often do and which ones do I rarely do?
- As students guess, give them a thumbs up or thumbs down for every correct or incorrect guess.
- Next, say, It's your turn. Draw 3 icons of online actions you often do and 2 icons of online actions you rarely do. Give students time to draw their pictures.

2. Work in pairs.

The objective is for students to guess their partner's online activity habits by looking at drawings and using sentence frames for support.

- Pair students. Say, Show your drawings to your partner. Guess which ones your partner often does and which ones they rarely do. Write sentence frames for support on the board: Do you _____ often/rarely? Yes, I do. / No I don't.
- Walk around and help as needed.



Expansion Idea:
Have students create a poster with the pictures or icons of the online actions. Post the posters around the room to serve as a reference and a support during this unit.

Lesson 7 Life will be smarter in the future!

Objectives

Students will...

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

Warm up

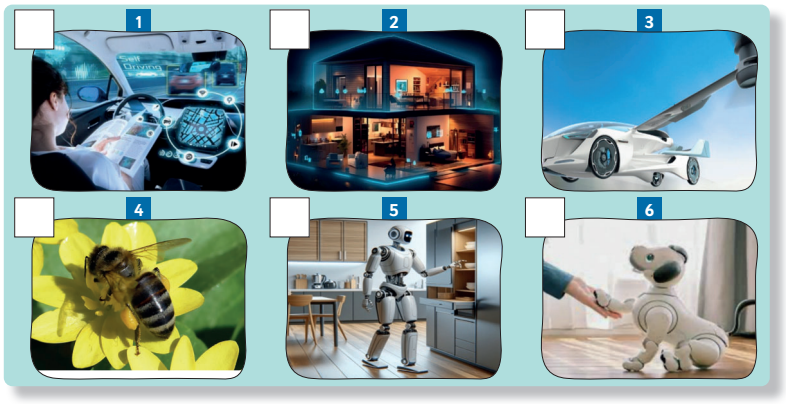
Online Actions Charades (optional):

This activity not only helps revise vocabulary but also encourages movement and engagement (UDL principle), making it an effective warm-up exercise.

1. Divide the class into teams.
2. Write down 10 online actions on separate slips of paper (e.g., send an email, search the web, update a status, download a file, etc.).
3. Each team selects one player to come to the front of the class.
4. Without speaking, the selected player must act out the online action written on their slip of paper while their team tries to guess what it is.
5. Set a time limit for each round (e.g.,1 minute).
6. Rotate players until all the slips of paper have been used.
7. The team with the most correctly guessed actions wins.

A. Listen

a. pet robot **c.** flying car **e.** smart house
b. driverless car **d.** flying robotic bee **f.** home robot



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

The objective of this activity is to reinforce or recycle vocabulary related to online actions by matching phrases to corresponding pictures.

- Point out the pictures and read the phrases (a-f). Say, Match the phrases to the pictures.
- Do the first one together. Say, Which picture is a "pet robot?" Explain that pet means an animal in your house, like a cat or dog. Elicit that "pet robot" matches to picture number 6.
- Pair students. Say, With your partner, match the phrases to the pictures.

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

The objective is for students to verify their matching exercise by listening to audio prompts, then engage in a discussion about their technology preferences using a provided sentence frame.

- After students have matched the phrases to the pictures, say, Now, listen and check your answers.

- Play the audio. Then, play the audio again and have students repeat.
- Close the activity by asking, Which new technology do you want? Write a sentence frame on the board for student support. I want the _____. It is _____. Elicit a discussion on why. Begin the discussion by giving your own answer using the sentence frame.

Teaching Tip:
Facilitating a discussion on technology preferences encourages students to personalize the topic. For instance, when they share which new technology they want and why, such as "I want the latest smartphone because it has a good camera" they connect the topic to their own experiences. This personal connection fosters deeper engagement and promotes enhanced language acquisition.

B. Listen and Read



The objective of this "Listen and Read" activity is to identify James's predictions about future technological changes by listening to and reading the corresponding transcript. This will help students improve their listening comprehension and reading skills while learning about potential advancements in technology.

- Listen to and read the interview. What technology does James think will change in the future?
- Write Interview on the board. Say, We are going to listen to and read an interview between a journalist and a technology expert. They are going to talk about how technology is going to change in the future. Point out the interview in the book. Underline ways technology will change in the future.
- Say, Listen and read. Play the audio the first time without stopping. Then, say, I'm going to play the audio again. Listen and read.
- Stop the audio after each question and write the question on the board. Then, stop the audio after James responds to each question. Take notes on the board for each response.
- Elicit a discussion. Ask, Do you agree with James?
- Model how pairs can discuss their opinions on James's responses and share their conclusions with the class.

Variation Idea:
Do this support before playing the audio. Create a T-chart on the board. The left column is titled Questions; the right column is titled Responses. Ask students to look for the questions the journalist asks in the interview and write them in the left column. Then, ask students to look for the responses the journalist says and write them in the right column.

Teaching Tip:
Graphic organizers such as T-charts, Venn Diagrams, Charts, Timelines, can help students visualize and see the content in a manageable way. These types of graphic organizers support students' understanding of the material. This is also a UDL practice.

C. Grammar in Context

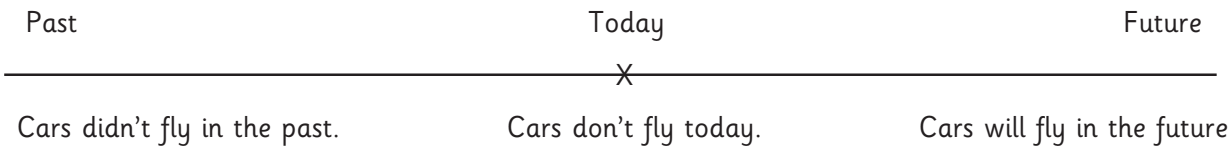
Teaching grammar within context involves embedding instruction into meaningful scenarios like reading, writing, and conversation. It prioritizes real-life language usage over isolated rule memorization. Charts, as seen in Spotlight 2, are introduced only after students have comprehended concepts through authentic contexts.

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

1. Read the chart.

Students will reconstruct a timeline featuring past, present, and future scenarios about flying cars. They will discern tense differences and identify the future+will structure.

- Recreate the following timeline with past, today, future and the corresponding sentences..



- Elicit the difference between the three sentences and how we form sentences in the past, present and future. Underline the words will fly in the future sentence. Say, We use will + verb to talk about things in the future.
- Point out the grammar chart. Read the sentences and point out that won't = will not.
- Point out the useful expressions for the future. Say, We use these phrases when we talk about the future.

2. Read the interview in Exercise B again and underline the future verbs. It's about the Journalist and James.

- Say, Now, underline the future verbs in the interview in Exercise B. Do the first one together. (Technology will play a bigger role in our lives.)
- Give students time to do the rest, then check their answers. Have students point out the future verbs they found in the interview.
- Say, Now, practice the interview with a partner. Take turns as the journalist and James.
- After practicing the interview, Say, excellent work! You both did a fantastic job!

3. Complete the sentences using the verb in parentheses.

- Point out the sentences (1-7). Say, Use " will" and the "verb" in parentheses to complete the sentences.
- Do the first one together, then give students to complete the rest on their own. Say, You can check the grammar box for help.
- Review the answers with the class. Write the answers on the board.
- **Answer Key:** 1. will be, 2. will help, 3. will use, 4. will robots cook...? 5. will not? won't fly, 6. will you buy...? 7. will make

D. Write and Share

The objective of this "Write and Share" activity is to engage students in thinking about the future and how advancements in technology could impact various aspects of life, while also raising their awareness about climate change and the importance of sustainable practices.

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



- Point out and read the sentence frames in the book.
- Model the completion of one of the six sentences.
- Create a few sentences of your own. Elicit future uses from the students.
- Then say, Complete the sentences with your own ideas.
- Give students time to write their sentences. Monitor their work.
- Pair students. Instruct them to share their sentences. Walk around and monitor their pair work.
- Close by asking students to share their 'your idea' sentence.If time allows, have students write them on the board. Review each one and underline the 'will + verb' in the sentences.
- Celebrate success by asking students to applaud.
- It is recommended that climate change integration in the English curriculum focus on raising awareness, providing knowledge about climate change, and empowering students to take proactive steps to mitigate its negative impacts starting from their homes.

Expansion Idea:

Have students draw pictures to go along with one of the sentences they wrote in Exercise D. Then, have them write their sentence under the picture. Post the pictures around the room.

Lesson 8 Unit Test, Task, & Self-Assessment

Objectives

Students will...

- Complete a unit test that evaluates students' progress in listening, vocabulary, grammar and reading skills related to the unit topics.
- complete a culminating task to apply and demonstrate what they have learned in the unit.
- Complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 3 Test

Listening

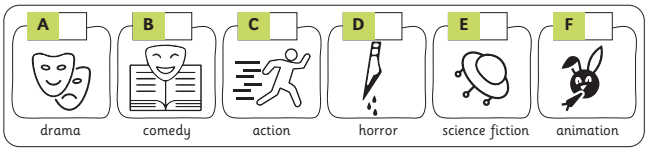


A. Listen to the conversation about online activities. Tick (✓) the online activities you hear in the conversation.

Answer Key:

E (surf the net), F (chat), H (make videos), G (shop online)

B. Questions 6-11. Listen to the conversation about types of movies. Draw a heart (♡) on the ones the person likes. Put an X on the ones she doesn't like.



Answer Key:

Heart (heart icon): A, B, C, F; Cross (X): E, D

Grammar and Vocabulary

A. Complete the sentences with a possessive adjective.

12. their, 13. her, 14. our, 15. his

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

16. will be , 17. will cook, 18. will not have/ won't have

C. Match the online activities to the icons.

Answer Key:

19. C, 20.D , 21.F, 22.A, 23.C, 24.E

Reading :

Answer Key

25. True, 26. False, 27. False, 28. True

Unit 3 Task – Choose One!

The global Objective of the Unit Task is to facilitate student engagement and the opportunity for students to demonstrate what they learned during the unit. The Units tasks include the following 3 options:

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

Option 2: Online Product Review

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

Steps for the Teacher:

- Introduce Unit Tasks simplifying instructions, using gestures and any available means: Present the three options - "My favorite game/App/Social media," "Online Product Review," and "Design a tech device, App, Machine, or Robot for the future" - to the students.
- Go over each option and its questions with the students. Use gestures, visual aids or any other means to ensure comprehension and clarify any questions or uncertainties.
- Give students the opportunity to choose a unit task that interests them the most. Emphasize that they can work individually, in pairs, or small groups, depending on their preference and the task requirements (preferably at home).
- Circulate the classroom while students are working on their chosen tasks. If time permits, ask individual students/ or groups if the projects are being done at home. Offer help, guidance, and suggestions as needed to support their understanding and progress.
- Be available to answer questions, provide feedback, and offer suggestions for improvement throughout the duration of the task completion process.
- Encourage collaboration and peer learning among students working in pairs or small groups. Foster a supportive and inclusive learning environment where students can share ideas and skills.
- Evaluate the completed tasks based on the provided questions (see SB). Offer constructive feedback to students to acknowledge their efforts and guide their future learning endeavors.
- Encourage creativity and celebrate success!

Variation Idea:
Assign the tasks and pairs/groups (if working together) instead of giving students a choice. This way, students at a lower language proficiency level would work on an option that can help them feel successful. Ensure gender and disability inclusion in group assignments.

Unit 3 - Self Assessment

The objective of the self-assessment component is to encourage students to reflect on their learning in Unit 3, identify their strengths and areas for improvement, and set personal learning goals based on their assessment. This activity aims to promote self-awareness, self-assessment skills, and active engagement in their language learning journey.

- Point out the charts and how to do the self-assessment.
- Review the things in the chart. Say, These are the things we learned. Think about the unit. How do you feel? What do you do well? What do you need to practice more?
- Give students time to do the Self-assessment. Answer any questions they may have about the language.

Unit 3: Enjoy your time online!

AUDIO SCRIPTS

SPOTLIGHT

Narrator: Listen and tick the online activities these teens talk about.

1

Hi everyone. My name is Nick. I love to watch shows about cooking. I also like to watch travel videos. In my free time, I cook meals from different countries for my family.

2

Hello there! I'm Mei and I love dancing. I make videos to teach other people how to dance too. I post dance videos on social media and get lots of views. I love helping more people learn to dance.

3

Hi, I'm Elhiba and I'm from Morocco. I like to play video games with friends from around the world. We are all really good at gaming, so we make videos to teach people how to play. It's a lot of fun.

4.

Hi. I'm Sonia and I'm really into music. I use different apps and social media to find new music from around the world. Then I make cool playlists for my friends.

Lesson 1: Do you use social media?

A. Vocabulary: Online Activities

Exercise A1a

Narrator: Listen and point.

1) shop online
2) post photos
3) make videos
4) surf the net
5) chat with friends
6) write emails
7) do research
8) use social media

Exercise A1b

Narrator: Now listen and repeat.

See above. The recording has pauses to give students time to repeat.

B. Listen

Narrator: Listen to the conversations. Write the missing words.

1

Belinda: Do you use social media?

Mustafa: Yes, sometimes.

Belinda: How often do you post photos?

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

Belinda: I hardly ever post photos. But I often chat with my friends and like their photos and videos.

2

Silin: What app is that?

Ilham: It's the big online store. I'm shopping for new headphones.

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

Ilham: Do you shop online often?

Silin: Yes, two or three times a month. I surf the net for new shops very often, but my favorite online store is TechSaver.com.

Silin: Thanks! I'll check it out.

Lesson 2: Do you watch movies online?

B. Read

Exercise B2

Narrator: Listen and check your answers.

A. comedy

B. animation

C. action

D. horror

E. drama

F. science fiction

Lesson 3: DEAR: Drop Everything and Read

B. Listen to the Story. Check your guesses.

Narrator: Listen to the story. Check your guesses.

Do you know MrBeast?

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

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

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

But Jimmy didn't stop there. Oh no! He was a smart businessman too. He started three more businesses! On ShopMrBeast, you can buy cool clothing and sports gear online. Then, there's Feastables, a snack company selling delicious treats like chocolate and nuts. The company sold one million chocolate bars in three days! And let's not forget MrBeastBurger, an online restaurant where you can order yummy burgers through an app. Then, you can pick up the food from a nearby restaurant.

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

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

Everyone is excited to see what MrBeast will do next!

B. Read the story about MrBeast while you listen.

Narrator: Tip: the story about MrBeast while you listen.
See Exercise B above.

Lesson 4: I use my laptop to do homework.

A. Listen and Read

Narrator: 1. Listen, read, and answer the questions.
Mnina: Hi! Do you use social media?
Salek: Yes, I do. I often check my friends' updates.
Mnina: That's interesting! What's your favorite app?
Salek: Instagram. I love sharing my photos there.
Mnina: Oh, nice! I prefer Facebook. Do you like technology?
Salek: Yes, I love it. It makes our lives easier.
Mnina: So true. What about your parents?
Salek: My mom feels the same. She uses her smartphone to stay up to date.

C. Vocabulary: Electronic Devices

Exercise C1a

Narrator: Listen and point to the pictures of electronic devices.
laptop
smartwatch
game console
virtual reality headset
earbuds
keyboard
speaker
mouse
microphone
powerbank
flash drive
charger

Exercise C1a

Narrator: Now listen and repeat.
See above. The recording has pauses to allow students time to repeat.

Lesson 6: How do you upload a photo?

A. Read

Exercise 3

Narrator: Listen to check your answers.

A. The laptop costs two hundred ninety-nine dollars.
B. The mouse costs nine dollars.
C. The game console is one hundred twenty-five dollars.
D. The remote is eighteen dollars.
E. The VR headset costs two hundred sixty-nine dollars.
F. The smartphone is three hundred twenty dollars.
G. The gaming headset is thirty-five dollars.
H. The headphones are twenty-nine dollars.
I. The smartwatch costs one hundred dollars.

C. Vocabulary: Online Actions

Exercise 1

Narrator: Listen and repeat.

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

Exercise 2

Narrator: Listen and check.

1)

Salek: Did you record a video for the presentation yesterday?
Zakaria: Yes, I did. I'm going to upload it to the school website.
Salek: Great!

2)

Liz: I saw the pictures of your vacation on social media.
Karim: Great. Did you post a comment?
Liz: No, I didn't. I just "liked" it.

3)

Brahim: I need to reply to my teacher's email.
Meriem: Ok. Click the little pen icon.
Brahim: What's next?
Meriem: When you finish writing your email, click on send.

4)

Zineb: Did you share the pictures from our party on Instagram?
Tunaruz: I have to edit the pictures first.
Zineb: OK. Can you tag me when you post them?
Tunaruz: Sure!

Lesson 7: Life will be smarter in the future!

A. Listen

Exercise A2a

Narrator: Now listen to check your answers.

1/b) driverless car

2/e) smart house

3/c) flying car

4/d) flying robotic bee

5/f) home robot

6/a) pet robot

Exercise A2b

Narrator: Now listen and repeat.

See above. Recording includes pauses to allow time for students to repeat.

B. Listen and Read

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

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

James: Thanks for inviting me.

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

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

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

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

Journalist: What about cars?

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

Lesson 8: Unit Test, Task & Self Assessment

LISTENING

Narrator: A. Listen to the conversation about online activities. Tick the online activities you hear in the conversation.

A: I need to take a break from technology. I do a lot of online activities.

B: I know. Me too! I surf the net a lot, chat with friends and use social media every day.

A: Same here. I also like to make videos. Oh, and I do tons of online shopping.

B: Me too. Sounds like we both need a break from technology!

Narrator: B. Listen to the conversation about types of movies. Draw a heart on the ones the person likes. Draw a cross on the ones she doesn't like.

I love movies! I watch movies about three times a week. My favorite kind of movie is comedy. I love to laugh. I'm also crazy about action movies. They are exciting! I also really like animated movies. They are so creative. I love a good drama, too. They are serious and sometimes sad, but I still enjoy them. I really don't like sci-fi movies. They are strange and make me feel bored! And I can't stand horror movies. They are scary and I can't stay home alone after watching them!

Unit 4: How do you feel?

Theme: This unit is about health and expressing emotions.

Unit Overview

This unit is about talking about one's health. Students will learn body parts and describe which body part hurts. They will also learn how to show sympathy when someone is hurt or doesn't feel well. In addition, students will understand, ask for and give advice about health and feelings. In Lesson 3 (DEAR), students will read a story about being yourself and identify positive things about themselves. In Lesson 5 (Global Citizens), they will read about time management. The unit tasks include setting weekly health goals, writing a feelings journal and creating a healthy habits poster.

Learning Objectives Students will …

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



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

Lesson 1: What's the matter?

Body parts

- body parts (ankle, arm, leg, ear, hand, toes, etc.)
- phrases for asking and answering questions about ailments (What's wrong, What's the matter?)
- phrases to express sympathy (I'm sorry to hear that! Hope you get better soon! etc.)
- Grammar: the verb hurt (My arm hurts. I hurt my leg.)

Lesson 2: I have a sore throat.

Physical Ailments

- ailments (headache, fever, runny nose, cough, toothache, etc.)

- Phrases to describe state (I feel awful. I don't feel well.)
- Grammar: the verbs have and have got

Lesson 3: Drop Everything and Read

Read for pleasure and respond

- fictional story about being yourself
- identifying positive things about yourself

Lesson 4: You should see a doctor.

Health advice

- Health advice phrases (check your temperature, put ice on it, lie down, stay home, etc.)
- Grammar: modals should/shouldn't, ought to/ought not, must/mustn't

Lesson 5: Global Citizens and Fun Review

Read and discuss how to manage time effectively

- Discuss time management tips
- Make a weekly plan to prioritize activities and help accomplish goals

Lesson 6: You should eat more vegetables!

Healthy habits

- healthy habits (eat fruits and vegetables, exercise regularly, get rest, etc.)
- Giving advice about healthy habits (You ought to exercise more, You should eat more vegetables, etc.)
- Writing a letter to give advice.

Lesson 7: I'm happy.

Future technology

- Feelings and emotions (angry, bored, confused, embarrassed, hungry, etc.)
- Grammar: future plans–be going to + verb (I'm going to eat more vegetables.)

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 4 Test
- Unit 4 Task-Choose one!
- Unit 4 Self-Assessment

SPOTLIGHT

Warm up

- Write the question How do you feel? on the board. Ask students to point to and say all the body parts they know in English. Write them on the board.
- Say, This unit is on health. We will learn how to talk about our health.

Teaching Tip:
Health Word Association or Semantic Map: Write the word «Health» on the board. Ask students to shout out any words or phrases that come to mind when they think of health e.g. exercise, fitness, diet, nutrition, doctor, etc. Write down their responses around the word «Health» in a mind-map style.

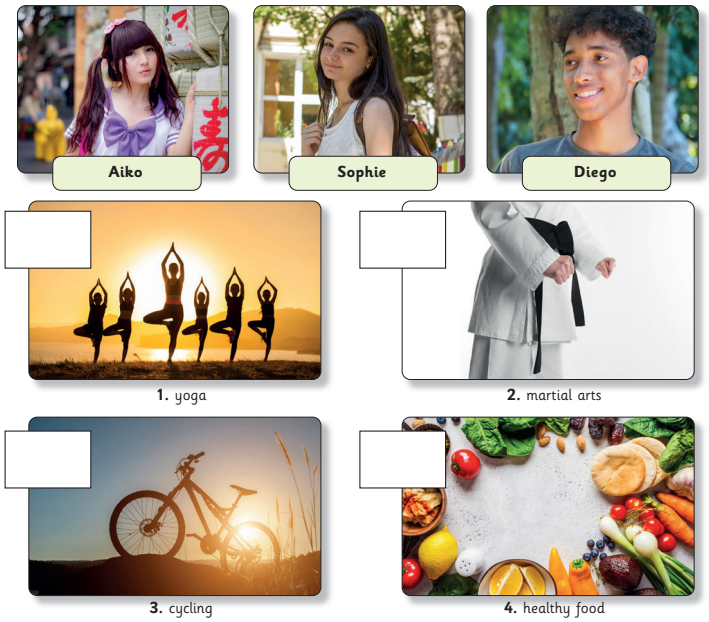
SPOTLIGHT:

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

Students will listen to peers discussing their healthy habits, match them to corresponding pictures, and engage in a discussion about their own healthy practices.

1. Listen to teens talking about how they stay healthy. Match what they do to the pictures, write "A" for Aiko, "S" for Sophie, and "D" for Diego.

- Point out the pictures of the three students (Aiko, Sophie, Diego) and the pictures of the healthy practices under their names.
- Say, Listen and match the people to the pictures. Write A for Aiko. S for Sophie. D for Diego next to the pictures.
- Play the audio. Stop after each person to give students time to write the letter of the person.



- Play the audio a second time for students to check their answers.
- Pair students. Pairs compare their answers. Then, check the answers by asking different students to share their answers. Say, What does Aiko do to stay healthy?

2. How about you? What do you do to stay healthy?

- Model how to respond to the discussion topic. Say what you do to stay healthy.
- Write sentence frames on the board: I do _____. I eat _____. I don't _____.
- Pair students. Say, What do you do to stay healthy? Tell your partner. Use the sentence frames.
- Monitor their pair work. Ask a few students to share what they do to stay healthy.

Lesson 1 What's the matter?

Objectives

Students will...

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

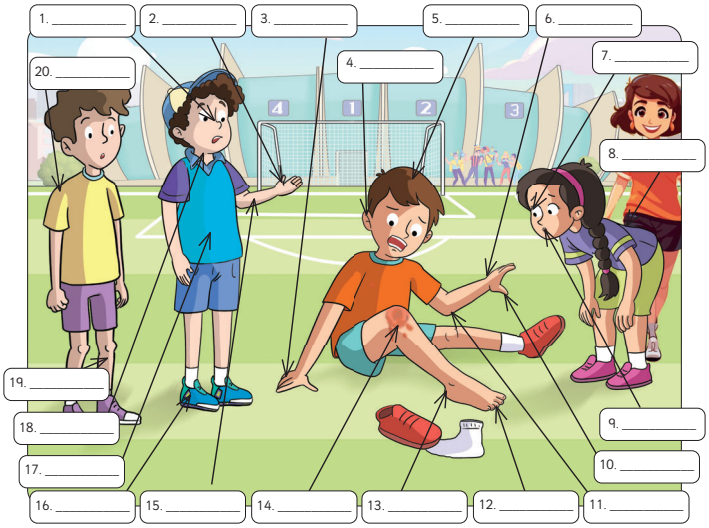
Warm up

- Teach the song, Head, Shoulders, Knees and Toes to the students. Either play the audio of it, or sing it in class.
- As you sing the song, do the actions that go along with the song. Point to your head, shoulders, knees and toes. Encourage students to sing along, or at least just point to the body parts.
- Say, Sing along or just point to the body parts.
- Play or sing the song a few times.

A. Vocabulary: Body Parts

By the end of this activity, students will be able to recognize and name different body parts in English using a provided word bank, reinforce their understanding through listening and repetition exercises, and practice oral communication skills by taking turns with a partner to identify and say the names of various body parts.

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



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

- Point out the pictures. Say, What body parts do you know? Write the words from the bank on the lines.
- Do a few together and then tell the students to complete the rest.

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

- Say, Now listen and check your answers. Play the audio. Stop the recording so students can check their answers.
- Say, I'm going to play it again. Listen and say the words.
- Play the audio. Hold up your book and point to the pictures as each body part is said.

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

- Model the third part of the activity. Point to a body part and elicit the word from the students. Then, say, Work with your partner. Point to a body part. Your partner says the word. Take turns.
- Walk around and monitor their pairwork.

What's this? That's your leg.

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

Rules
- Look at and listen carefully to your teacher.
- Do only what your teacher says.
- If you make a mistake, you are out.
- When time is up, the remaining students are the winners!

The objective of the game «Do as I Say, Not as I Do» is to follow instructions given by the leader while also paying attention to their actions. Players must listen carefully to the commands and perform the corresponding action. However, they should only mimic the actions of the leader when the command is given with the phrase «Do as I do.»

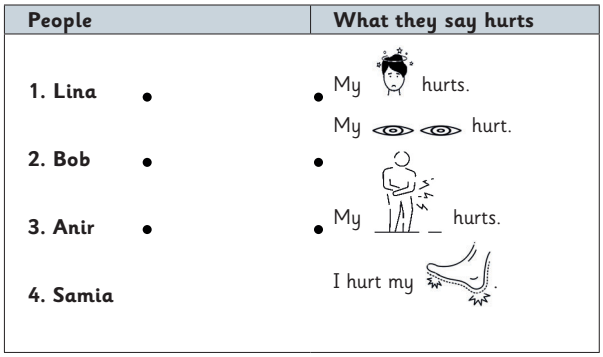
- Review the rules and the pictures that show how the game is played. Say, Let's do a few to practice. Say a few commands and do the corresponding action (Touch your head. Touch your face. Etc.) then mix it up and say a command, but don't do the corresponding action.
- After a few practice rounds, say, Now we are going to play the game. If you make a mistake, you are out.
- Play the game and award the winners!
- If time permits, have students continue to play the game in small groups with students taking turns to say the commands.



C. Listen

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

The objective of this activity is for students to practice their listening skills by identifying and matching the ailments experienced by different individuals with corresponding pictures. Steps to follow:



- Point out the list of names and drawings. Say, Listen to the conversations. Match the people to what they say hurts.
- Demonstrate how to do the exercise by doing the first item with the class. Play the audio and stop after the first conversation. Ask, What's wrong with Lina? (Her stomach hurts.) Which picture should we draw a line to?
- Continue playing the rest of the audio. Stop after each conversation to give students time to draw a line from the names to the pictures.
- Replay the audio entirely for students to check their answers. Say, I'm going to play it again. Check your answers.
- Have pairs compare their answers then review with the class by having different students say what is wrong with each person.

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

The objective of this activity is for students to improve their listening comprehension by identifying the questions each speaker asks to determine what is wrong with someone. Steps you might follow:

- Point out the questions (What's the problem? What's wrong? etc.). Say, Listen again. What does each person say? Number the questions as you hear them.
- Do the first item together. Play the audio and stop after the first conversation. Ask, Which question did the person say? (What's wrong?)
- Continue playing the rest of the audio. Stop after each conversation to give students time to write the number next to the question.

- Replay the audio entirely for students to check their answers. Say, I'm going to play it again. Check your answers.
- Ask students to share the answers. Say, Which number did you write for What's the problem?

D. Grammar in Context

Read the language box. Then complete the conversations with only ONE word in each gap.
By the end of the grammar section, students will be able to identify and understand the usage of the verb «hurt» in different contexts, focusing initially on its meaning before delving into its form and characteristics.

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

- Write the word Hurt on the board. Pretend to bump into the door with your shoulder, or stub your toe, and say, Ouch! I hurt my shoulder. My shoulder hurts. I stubbed my toe. My toe hurts.
- Point out the phrases in the grammar box. Say, Underline the word hurt in each sentence. Then ask, What do you notice? (the verb hurt can be used in two different ways noun + hurt or Subject Pronoun + hurt) (We use hurts with singular nouns and hurt with plural nouns)
- Say the sentences aloud and have students repeat. Then, say, Complete the blanks with a question or hurt or hurts in each conversation.
- Do the first one together. Say, What question do we write? (What's the matter?) Do we write hurt or hurts? (hurt).
- Give students time to complete the rest of the conversations.
- Then, ask pairs of students to read the conversations aloud to check the answers. Write the answers on the board.
- Pair students. Have pairs practice saying the conversations together.

Answer Key: 1. problem(matter)/ hurt, 2. are/ hurts, 3. wrong/ hurt, 4. the/hurts

Teaching Tip:
Encouraging students to notice grammar patterns and structures on their own before explicitly teaching or pointing them out can foster a deeper understanding and engagement with the material. It promotes critical thinking and active learning, holding students accountable for their own comprehension while also empowering them to analyze language independently.

E. Write and Speak

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

- Say, You are going to write a conversation like the ones in Exercise D. Point out the pictures and say, You can use these pictures for ideas.

Real World English
Things to say when someone is hurt
- (I'm) sorry to hear that!
- Oh no!
- (That's) too bad.
- (I) hope you get better soon!

- Point out the Real World English phrases in the box. Practice the pronunciation of the phrases then say, You can use these in your conversation.
- Pair students. Give them time to write two conversations with their partner. Walk around and monitor their writing.

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

- Ask pairs to perform their conversations for the class.
- After each performance, ask the class what was the matter? Elicit a response using the word hurt. Her knee hurts. She hurt her foot. etc.
- Encourage and celebrate students' success by providing positive feedback on their engagement and efforts.
- By the end of this activity, students will be able to write and perform conversations using expressions for offering sympathy and support when someone is hurt, enhancing their writing and speaking skills through creative collaboration and dramatic presentation.

Teaching Tip:

1. Whenever possible, have different students read their answers aloud for the class (short dialogues). This gives students more opportunities to use English. It also holds students accountable for doing the exercises in class.
2. Have students create posters with the expressions for asking what's wrong (What's the matter? What's wrong?) and the expressions for expressing sympathy (I'm sorry to hear that. Oh no! etc.). Hang the posters on the wall for student support throughout the unit. This visual support (UDL culture) reinforces their understanding and fosters a supportive learning environment by encouraging students to express empathy and concern for their peers, thus promoting a sense of community in the classroom.

Lesson 2 I have a sore throat.

Objectives

Students will...

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

Warm up

The objective is to reinforce body vocabulary by giving clues for students to identify and say or write the corresponding body parts. This promotes vocabulary retention and active engagement with the lesson content.

- Practice the body vocabulary from lesson 1.
- Give clues and have students say or write the word. Clue ideas: We use these to see. (eyes) We use this to smell. (nose) We use these to write. (fingers) We put shoes on these. (feet) We use these to hear. (ears) We use these to eat. (teeth) We use these to wave to people. (hands) Our eyes, nose and mouth are on this. (face) The top of our body. (head) The food we eat goes to this. (stomach)
- Offer praise and encouragement to keep students engaged.
- Quickly assess students' comprehension and adjust teaching approach if necessary.
- Repeat the activity if necessary, or conclude and transition to the main lesson.

Job Hunt:
Make the Warm up idea into a game. Divide the class into groups/teams and have them guess the words. Whichever team/group writes the word correctly on the board, gets a points for their team. For advanced classes, you can (i) increase the difficulty of clues or include more challenging body parts, (ii) allow teams to steal points by correctly guessing a body part that another team couldn't guess, and (iii) you might choose to introduce a time limit for each round to keep the game moving quickly.

A. Sing

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

- Read through the words of the song aloud. Act out the meaning of the ailments.
- Then, say, Listen to the song. Read along. Play the audio.
- Then, say, Now listen and sing along. Act out the ailments.
- Sing the song a few times through.

Oh, what's the matter? You look so terrible.
I have a fever. I have a runny nose.
Oh, what's the matter? You look so terrible.
I have a headache. I have a cold.

Oh, what's wrong with you? You look so terrible.
I have a fever. I have a runny nose.
Oh, what's wrong with you? You look so terrible.
I have a stomachache. I have a cold.
Aaaahchoo!

B. Vocabulary: Health Problems

1. Listen and point. Then listen and repeat.

- Point out the pictures. Say, Listen and point.
- Play the audio. Hold up your book and point to the pictures as each word is said.



a headache



an earache

- Gesture the meaning of again and say, I'm going to play it again. Listen and say the words. Then play the audio again.

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

- Model the third part of the activity. Act out a health problem from Exercise B and elicit the word from the students. Then, say, Work with your partner. Act out a health problem. Your partner says the word. Take turns.
- Monitor pairwork: Walk around and observe their interactions, offering assistance or clarification as needed.
- Encouraging participation and inclusive teaching: Ask some students to demonstrate their health problem to the class before other students.

The objective of the activity above is to reinforce vocabulary related to health problem or illnesses while encouraging active participation, collaboration, and communication among students.

C. Write

1. Complete the sentences. Use words from Exercise B.

- Point out the sentences and the example. Say, Write a word from Exercise B in each sentence.

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

- Ensure students comprehend the task by asking them to articulate it verbally.
- Walk around and monitor their work.
- Pair students to compare answers, then have different students read the sentences aloud to check the answers. Write the answers on the board.
- Point out the English Around the World box. Say, There are many kinds of English. Two main types are English from the United States, or America. And English from England, or Britain. Sometimes the English is different.
- Ask students to notice the difference in the two types of English. Discuss the differences.
- **Answer Key:** 2. headache, 3. stomachache, 4. fever, 5. sore throat, 6. backache, 7. a sprained ankle, 8. He has a runny nose.

Expansion Idea:
Have students research the different countries around the world that speak English as their first language. Have them make a list or color in a map with the English-speaking countries. Have them research some of the differences in the English types, stating some specific examples. For example, chips/french fries; flat/ apartment; holiday/vacation, etc.

D. Listen

Listen to the conversations. Tick (✓) the ailments people have.

- Point out the answer choices. Say, Listen to the conversations. Tick the ailments people have.

1.	☐ headache	☐ backache	☐ stomachache	☐ toothache
2.	☐ headache	☐ backache	☐ sprained ankle	☐ runny nose
3.	☐ toothache	☐ earache	☐ neckache	☐ a cold
4.	☐ a fever	☐ a cough	☐ a runny nose	☐ a sore throat

- Play the audio. At the end of the first conversation, say, Which health problems did you hear? (headache, stomachache)
- Play the rest of the audio. Then have pairs compare answers. Ask students to share their answers with the class.

E. Speak

1. Practice the conversation with your partner.

- Point out the picture of the conversation in the book. Say, What ailment do you think this person has? (headache)

Tarik: Hi, how are you?
Zaki: I feel terrible.
Tarik: What's wrong?
Zaki: I have a headache. I didn't sleep enough last night.
Tarik: I'm sorry to hear that! I hope you feel better soon.
Zaki: Thank you!



- Then, say, Practice the conversation with your partner.

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



- Say, Now, prepare your own conversation. Use the pictures or think of your own idea.
- Point out the phrases in **the Real World English box.** Say, Use these in your conversation.

3. Act out the conversations. Switch roles.

- Give students time to think of and practice their conversation.

4. Perform your conversation for the class. Then assess yourself.

- Check if students are satisfied with their performance. Say, great! your English improve rapidly

Lesson 3 DEAR: Drop Everything and Read

Objectives

Students will...

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

A. Preview



The objective is essentially to engage students in a discussion about fruits, particularly focusing on durian, and to subsequently read a story about durian.

1. Discuss the questions with a partner : Do you like fruit? What's your favorite fruit? Have you eaten durian before?

- Point out the questions. Say, Discuss these questions with your partner.
- Give students time to discuss then ask students to share what they talked about. Ask, What is a durian? Have you eaten it?

2. Read about durian. Discuss the questions in pairs.

- Say, Read about durian. Give students time to read and discuss the questions with their partner.
- Then review the questions and answers. (How does durian smell? bad / How does it taste? sweet. Why do people dislike durian? / The smell.

B. Listen

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

The story has: (i) a happy ending , (ii) an unhappy ending.

- During the read-aloud session, infuse the story with enthusiasm by using varying vocal tones and expressive gestures that reflect the story's emotions and dynamics. Change the pace, volume, and pitch of your voice to engage students' attention and effectively convey the emotion of the characters in the story. Encourage students to observe gestures and facial expressions, bridging visual and auditory cues for enhanced comprehension.
- Pause at significant points to ask students comprehension questions such as: What is Darla's favorite fruit? (Durian) Do her brothers like durian? (No) What do her brothers say? (Durian stinks! Go outside and eat!) What does Darla do? (she laughs) When does that change? (First day of middle school). What does Darla ask her mom not to do? (Pack durian) What happened to Darla? (she got dots) Was she sick? (No. She didn't have a fever or a cough.) Etc. These meaning-making questions can foster a more interactive reading experience that supports students' understanding, while also modeling the cognitive process for learners.
- Point out the pictures to support understanding.
- After students listen to the story, ask them to discuss which is the correct option. (a happy ending)

C. Read and Listen

- Guide students to read along with the text while concurrently listening to the teacher or an audio recording.
- Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of how the English language is chunked.

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

- Organize students into small groups to promote collaboration.
- Designate a group leader or allow students to choose for accountability and leadership rotation.
- Encourage expressive storytelling by having students take turns reading different parts of the story aloud.
- Foster dramatic presentation to enhance engagement and communication skills.

E. Think about the story. Complete the tasks.

- Point out the questions 1-2. Give students time to color the stars, and tick how the story made them feel.
- Demonstrate how to share their thoughts about the reading. Say, I give this story _____ stars. This story made me feel _____.
- Ask students to share their ratings and adjectives. Encourage them to give a reason.
- For question 3, review the options. Discuss the meaning and use examples to get the meaning across.
- Give students time to tick the possible options. Then, say, Which options did you tick? Elicit a discussion on the possible lessons from the story.
- Monitor the groups to ensure all students, including those with low proficiency, are involved. Offer assistance and encouragement as needed.

F. Optional Extension!

Draw and write things about yourself in the poster.

- Review what positive and negative means. Say, Positive means good things. Negative means bad things. Say, I can draw and write positive things about myself.
- Point out the circles and demonstrate how to do the activity. Say, I am good at/with _____. So, I'm going to write that in one circle.
- Give students time to think of their positive things. Say, Write your positive things in the circles.
- Next, put students into groups. Say, Share your positive things. Walk around and monitor their discussion.
- Close the activity by asking a few students to share what they talked about. Highlight positive things mentioned by students.

Expansion Idea:

Discuss the idea of "filling each other's buckets" as a way to make other people feel good. Discuss ways to do that: helping someone, saying nice things to others, etc.

Create a bucket for each student (an envelope works well, too). Have students give each other compliments by telling their classmates the positive things they see in them. Have them do it orally, or have them write on pieces of paper and have the students put the papers in each person's "bucket."

Read the book, or discuss the idea of "filling one's bucket" on a daily basis and how that can help people feel good and see positive things in themselves. Read some of the books dedicated to this idea. For example: Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids, by Carol McCloud

Lesson 4 You should see a doctor.

Objectives

Students will...

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

Warm up

- Practice the body vocabulary from lesson 2.
- Act out a health problem and have students either say aloud or write down the ailment.

Expansion Idea:

1. Create an engaging and interactive activity where students can reinforce their understanding of body vocabulary. Divide the class into pairs or small groups and provide them with flashcards depicting different parts of the body (e.g., head, arms, legs, etc.). Encourage students to take turns identifying the body parts in English and using them in sentences. For example, one student might say, «This is the head,» while the other responds with, «Yes, and we use our head to think and see." (Might be in simple sentences) This activity not only reinforces vocabulary but also encourages speaking and listening skills.
2. Turn this into a role-play where students take on the roles of patients and doctors/nurses. Provide students with a list of ailments(e.g., headache, sore throat, fever) and assign each student a role. The «patients» can act out their symptoms while the «doctors/nurses» ask questions to diagnose the ailment and provide appropriate treatment or advice. This activity not only helps students practice vocabulary related to illnesses and symptoms but also improves their communication skills as they engage in dialogues.

A. Vocabulary: Health Advice

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

- Point out the pictures and the list of health advice.
- Say, Match the pictures to the appropriate advice. Write A-J. Do the first one together. Say, Which health advice is this? (Rest). Say, Rest often means to sleep.

A. Drink lemon and honey. **B.** Check your temperature. **C.** Rest. **D.** Put ice on it. **E.** Lie down. **F.** Stay home. **G.** Go to the doctor. **H.** Put a bandage on it. **I.** Go to the dentist. **J.** Take medicine.



- Then have students do the rest of the exercise on their own.
- Pair students and have them compare their answers.

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

- Say, Listen and check your answers. Play the audio. Stop after each item to give students time to check their answers.
- Play the audio again. Say, Listen and repeat.
- Practice with the advice. Say them out of order and have the students point to the advice.

B. Read



1. Read the cartoon and answer the questions. 1) What's wrong with Ali?

- Point out the cartoon pictures and preview the questions. Say, Read the cartoon and think about the questions.
- Have students read then discuss the questions with the class. What's wrong with Ali? (headache) What advice does Sara give Ali? (rest, don't spend time on phone)

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

- Pair students. Say, Talk with your partner. Was Sara's advice good? What other advice can we give Ali?
- Walk around and monitor their pairwork.
- Close the activity by having the pairs share what they talked about. Write the additional advice on the board.

C. Grammar in Context

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

- Remember we can only make students focus on the form after they understand the meaning.

Giving Advice		
I You We He / She / It They	should Bring Table from SB SVP! must	eat healthy meals.
	should not / shouldn't	stay up too late.

- Write the word advice on the board. Say, Advice is when you have an idea for someone.
- Point out the modals should, ought to and must in the chart. Say, We use these words to give advice.
- Read the sentences in the chart. Then say, Underline the sentences in Exercise B that Sara said to give advice. (You should rest in a dark room. You shouldn't spend so much time on your mobile.)

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

- Point out the scrambled sentences. Say, Number the words in the correct order. Let's do one together.
- Point out that you is #1. Say, What comes next in the sentence? (should). Continue until the whole sentence has been created. (You should drink lemon juice with honey.)
- Give students time to finish the rest of the sentences then have them write the sentences on the board to check their answers.

D. Write

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

Students will identify unfinished conversations and provide appropriate advice based on given scenarios, utilizing advice from Exercise C2. They will then compare their responses with peers and review collectively.

- Point out the unfinished conversations. Say, Give advice for each conversation. Write one of the sentences from Exercise C.
- Do the first one together. Ask, Which sentence is good for this conversation? What advice do you have for Salma? (She ought to put aloe vera gel on it.)

- Give students time to finish the rest of the conversations. Then, have pairs compare answers. Review the answers with the class by asking pairs to read the conversations aloud.
- While students are struggling, the instructor will monitor progress, offering assistance as needed.

E. Speak

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

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

- Point out the Role Play cards. Review the information on each card. Say, You will do a role play with your partner. Use should, ought to give advice.
- Students can either write out their role play or just do it orally.
- Walk around and monitor their pairwork.
- Close the activity by having pairs present their role play for the class. If the class is large, have the pairs perform their role play for each other in small groups.

Teaching Tip:
Be sure to mix up pairings and don't have the students work with the same partners. This helps build a community within the class since the students will know everyone. When students know everyone, they are more comfortable. A comfortable learning setting helps students learn more.

- Note for the teacher: Expressions used in language functions (sometimes used interchangeably with speech acts) are often called «exponents.» In language teaching, exponents are phrases or expressions that perform specific functions or speech acts, such as making requests, giving advice, expressing opinions, or asking for information. For example, in a lesson focused on giving advice, exponents might include phrases like «You should see the doctor» or «You shouldn't drink too much coffee.» In a lesson focused on asking for advice, exponents might include phrases like «What should I do?»

Lesson 5 Global Citizenship and Fun Review

Objectives

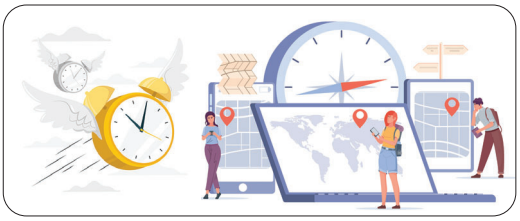
Students will...

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

Global Citizenship

A. Guess the Saying

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



What's the saying?

_____

_____

- Point out the illustration of the clock.
- Say, What is the famous saying that relates to this picture? Elicit ideas then write the saying Time flies, but you are the navigator. on the board.

2. Circle the meaning of the saying.

- Elicit from students what each of them means:

  A. Time is fast and we cannot control it.

  B. Time goes fast, but we can manage it well.

- Discuss which meaning is best. You might want to ask them to come up with an equivalent in Arabic or Amazigh.
- Encourage students to justify their choices.

B. Read

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

   1) Circle how Salim feels.

   happy relaxed stressed

   2) What are his two main goals?

Global Friends: Healthy Life Advice Forum

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

- Point out the text in the Global Friends: Healthy Advice Forum and the questions. Give students time to read the text on their own and answer the questions.
- Give students time to read and then ask a few students to read some lines from the text. Ask, What does he have to do? Elicit the activities and write them on the board.
- After reading the text, ask students to answer the questions. Elicit a discussion about managing time.

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

- Elicit some answers and close the activity.

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

- Pair students. Say, What are Salim's goals? How can he reduce stress?
- Point out the two columns in the chart. Use gestures to get the meaning of most important and less important across. Then, say, What are Salim's most important tasks? What are his less important things? Work with a partner and write the things in the chart.
- Do the first one together. Say, Let's read again. What is the first important thing he has to do? (assignments in different subjects) Let's write school assignments in the Most Important column.
- Then ask, Do you think the videos he records for his book channel is most important or less important? (no) Let's write videos for his book channel in the less important column.
- Have students do the rest of the chart in pairs. Review their answers by recreating the chart on the board and having them write their answers in the chart.

C. Think, Plan, & Take Action

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

- Point out the My Weekly Activities chart. Demonstrate how to do the activity by ticking the things you do each week.
- Say, Which activities do you do each week? Tick (✓) them and write any others in the chart.
- Give students time to tick their activities.

Time Management Tips

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

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

- Point out and read the Time Management Tips box. Use gestures to get the meaning across.
- Say, Go back to the chart in part 1. Next to each activity in the chart, write F for the important things and L for the less important things.
- Give students time to label their activities. Then pair students and have them compare their labels.
- Review the labels with the class. Provide a sentence frame. I put an F/L next to _____. It is (not) important.

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

- Point out the sample of My Weekly Planner. Say, Create a chart like this one. Think of the important things you need to do and the less important things you need to do. Create a schedule that is good for you.
- Give students time to create their chart, then pair students to compare their charts.
- Close the activity by asking a few students to share their weekly plan with the class. Elicit a discussion on the importance of time management and how it can help them feel better and less stress. Discussion can be in native language in order to convey the importance of the topic.

Variation Idea:
Instead of having the students create their own chart, have some ready-made blank charts available for them to write their schedules in.

4. **Take action!** Next week, follow the plan you created. Read and remember these tips.
   - Point out the Tips to Track Your Time Management Progress. Read the tips and use gestures to get the meaning across.
   - Say, Follow your plan next week. Remember these tips. Good luck!

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

Expansion Idea:
Set up a way for students to track their progress with their plan. Create a self-assessment check off list that students fill out each week about the progress they're making with managing their time. Self-assessments help build self awareness and can help students stay on track with their goals.

Fun Review

Game: Taboo Word

This game aims to reinforce vocabulary related to health problems, enhance descriptive and guessing abilities, and encourage giving practical advice about health issues.

Follow the rules to play the game.

Rules

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

Team one will start. Team two, set a timer for 2 minutes.

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

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

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

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

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

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

- Demonstrate how to do the game with three other students to make a group of four (including you). Designate the two teams and the A student and B student in each team.
- Take on the role as Student A. Show one of the words in the chart to the other team, but don't show it to your partner. Describe or act out the word. Your teammate guesses and gives advice. If your partner does both, your team gets two points.
- Divide the class into groups of four. Say, Divide into two teams and play the game.
- Walk around and monitor their play.
- Close the activity by reviewing the words in the chart. Say, I have a headache. What advice do you have for me?

Heath Problems Card

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

Lesson 6 You should eat more vegetables!

Objectives

Students will...

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

Warm up

- Review giving health advice. Say, I have a headache. What should I do? Elicit different ways to give advice with should, ought to. For example, You should sit down. You shouldn't stay alone. You ought to drink water.
- Next, have students take out a piece of paper and number it from 1-5. Say, Listen and write some health advice. Write a sentence with Should or ought to..
- Give some prompts such as: I have a fever. I hurt my leg. I have a sore throat. I have a bad cough. My knee hurts.
- Give students time to write their sentences, then review the prompts and elicit their responses. Students can either write their sentences on the board or say them orally.

Variation Idea:
For students who have a lower level in proficiency, have them just write a phrase of advice, and not the whole sentence. For example: Rest. Lie down. Etc.

Teaching Tip:
Not all students are on the same level of proficiency in English. Allow for differentiation in the lessons by providing scaffolds or different ways to do the exercise that support each learner's needs and abilities. To support diverse proficiency levels: utilize visual aids, pair students of varying abilities, offer additional examples, and facilitate group discussions for collaborative learning.

A. Read



1. You are going to read an article from a magazine. Look at the pictures (1-11) and guess what the article is about.

- Point out the magazine article in the book and the title options.
- Say, Look at the pictures (1-11). What is the article about? Choose the best title for the article.

A. Get Happy with Healthy Food

B. Healthy Routines for Happiness

C. Visit the Doctor for a Happy Life

2. Share your answer with a partner. Then read the bold, colored subtitles in the article to check your guess.

- Pair students. Say, Share your guess with your partner. Then, read the subtitles in blue in the article to check your guess.


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

Have a healthy diet

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

Don't eat a lot of meat. Eating meat provides protein for your body. But too much of it can be harmful for your health.

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

Exercise regularly

Do yoga, go jogging, go skating, or go to the gym!

Try to exercise for 30 minutes a day.

Spend time outside and have fun!

Go outside, hike, walk and breathe fresh air.

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

Go for check-ups

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

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

Get rest

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

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

- Next, ask students to share their guesses by raising their hands. Say, Who thinks A is the best title? Who thinks B is the best title? And so forth.
- Discuss the reason why B is the best title. (The pictures show healthy routines. There are pictures of healthy food and going to the doctor, but there are other pictures of other healthy routines.)

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

- Point out the boxes and the underlined sentences within the article. Say, Read the article again. Decide which pictures go next to the underlined sentences. Write the number of the picture next to the sentence.
- Do the first one together. Say, What is the first underlined sentence in the article? (Eat more fruits and vegetables!) Elicit the corresponding picture number and then say, Write the number next to that sentence.
- Then, say, Do the rest on your own.
- After they have completed the exercise, pairs compare their answers with each other.

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

- Next, point out the sample sentence and say, Circle the habits you do in the article, then write two sentences of habits you don't do or want to do.
- Give a personal example and write them on the board.
- Give students time to circle their habits and write their sentences then have pairs share their sentences with one another.
- Close the exercise by asking a few students to share their sentences.



5. Climate Change:

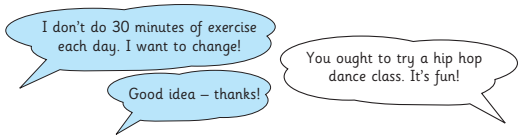
1) Ask students to look at the tip about Climate Change:

Help Prevent Climate Change! Eating less meat is healthy and also prevents climate change. 25% of greenhouse gasses (CO_2) come from farm animals. So, when you eat less meat, you also help prevent global warming.

2) Elicit vocabulary items. Make sure students understand the tip.

- Wrap up the activity by summarizing key points discussed during the debate or presentations.
- Reinforce the idea that small lifestyle changes, like reducing meat consumption, can contribute to mitigating climate change.
- Allow students to reflect on how they can apply this knowledge in their daily lives. Ask them to research the topic (English, Arabic or French)

B. Speak



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

- Point out the speech bubbles in the book. Have two students say them aloud for the class.
- Say, Tell your partner two habits you want to change. Tell your partner health advice. Encourage students to use the sentence frames you wrote on the board during the warm-up.
- Walk around and monitor their pairwork.
- Close the activity by asking different students to tell about a habit they want to change. Elicit health advice from the rest of the class.
- Celebrate successful exchanges for engagement.

This activity aims at fostering communication skills, promoting healthy habits, and encouraging peer support in implementing positive behavioral changes through interactive pair work. activities.

C. Write

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

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

- Point out the letter from Eddy to the Sweet Advice Team. Say, Eddy has a problem. He wrote a letter to the Sweet Advice Team. Circle the unhealthy habits and underline the healthy habits.
- Do the first one together. Ask, What is the first unhealthy habit? (He doesn't go to the gym any more.) Say, Let's circle that.
- Have students continue reading and finding healthy and unhealthy habits in Eddy's letter, then have them compare their findings with a partner.

Dear Sweet Advice Team,

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

Thank you,
Eddy

2. Plan what you will write to Eddy.

- Point out the chart. Say, What should Eddy do? Write two of Eddy's unhealthy habits in the left column of the chart and write advice for each one. Then, add two other tips.
- Demonstrate the activity. Recreate the chart on the board. Say, Let's pretend Eddy wrote that he goes to bed at 12:00 at night and wakes up at 6:00 in the morning. What advice can we give? Write, He doesn't get enough sleep on the board. Then, elicit some health advice for him and write them in the right column. (Get rest. Go to bed early.) Then, ask, Are there any tips we can give him to help with his sleep problem? (Listen to soft music before bed. Don't look at your phone before bed. Read a book before bed.)

Eddy	
Unhealthy habits	**Advice**
☒	☑
☒	☑
	Two other tips
	☑
	☑

- Give students time to fill out the chart. Walk around and monitor their work, then have pairs compare their charts.

3. Now write your own response to Eddy. Share with the class

- Say, Now, write your own response to Eddy. Remember to use You should = You ought to.../ You should not= You shouldn't in your sentences. Remember to sign your name.
- Give students a designated amount of time to write. Monitor their work.

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

- Help students work in pairs or in small groups, share their writing using the checklist provided in the SB.
- Give time to discuss and circle what works. Say, if you have a question, please do not hesitate to ask me.

5. Share your writing with your classmates.

- Chose a few students to share. Applaud them.

Teaching Tip:
For open-ended exercises, it's always good to designate a time limit. Tell the students how much time they have for the exercise. A time limit helps students pace themselves and it shows them your expectations for how in depth you want the students to go into the exercise.

Variation Idea:
Have students write their own letters to the Sweet Advice Team. Trade letters and have the students write a response back.

Lesson 7

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

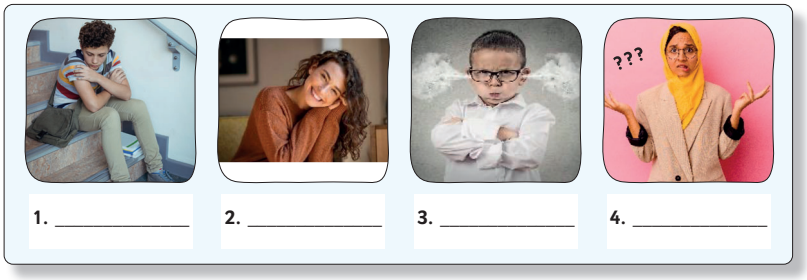
Objectives

Students will...

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

A. Vocabulary: Feelings

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



- Point out the pictures and read the words in the box. Say, Write the words next to the pictures.
- Give students time to write the words they know.

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

- After students have labeled the pictures they know, say, Now, listen and check your answers.
- Play the audio. Stop after each one for students to check their answers. Then, play the audio again and have students repeat.
- Close the activity by asking, How do you feel now? Write the following sentence frame on the board: I feel _____. Elicit a response from each student.

Teaching Tip:
For some words that are difficult to portray in a picture, show other pictures or use gestures to get the meaning across. Look up pictures online or in a picture dictionary.

Expansion Idea:
Have students create an emotions poster with emojis or their own drawings. Post the poster around the room to serve as a support during the rest of the unit.

B. Read and Listen

1. Read and listen to conversations. Check (✓) the word you think the person is going to say next.

1.
Ferhana: What's the matter, Rachid?
Rachid: Oh, my cat went outside yesterday, and she didn't come home.
I'm very ☐ **angry** ☐ **confused** ☐ **worried**

- Point out the conversations (1-6) and the options under each conversation. Say, We are going to listen to and read some conversations. First, read them and tick the word the person is going to say next.
- Do the first one together. Have the students read aloud Ferhana's line, then read Rachid's line. Ask, Which word is best? How is Rachid feeling? (worried)
- Have students complete the rest of the exercise.

2. Listen to the end of the conversations and check your answers.

- Then say, Now, let's listen and check your answers.
- Play the audio and stop after each conversation for students to check their answers.

- Elicit a discussion. Ask, Do you agree with each person? Are there other emotions you would feel in each situation?
- Personalize by asking a few students about their feeling after a match, a film, a funny situation, the exam, etc. Expect, some of the adjectives used in B exercise.

Variation Idea:

Write the following sentence frames on the board: When I'm _____ I _____. Ask, What do you do when you feel angry, confused, embarrassed? Write sentences for each emotion.

Or, have students give each other advice. Write the following sentence frame on the board: When you're _____, you should _____.

Or, have students write a role play about two friends. One friend is feeling a certain emotion, and the other friend gives advice on how to feel better. Students write the role play and then perform it in front of the class.

C. Game: Vocabulary Pictionary

The objective for the game «Vocabulary Pictionary» is to facilitate an engaging activity where students can practice vocabulary related to emotions through drawing. Here's a breakdown of the steps:

- Start by demonstrating how to play the game (by drawing). Draw an emotion word (e.g. happy, sad, afraid, etc.,) on the board and ask the class, What emotion is this? Elicit the answer from the class. This familiarizes the students with the game mechanics.
- After the demonstration, review the rules of the game with the class. Then, Say, divide into groups of 4 or 6. Instruct them to further divide into two teams within their groups to prepare for the game.
- As the students begin playing, walk around the classroom to monitor the game and their progress offering assistance.
- Set a specific timeframe for the game. After the designated time, Say, the game round is over.
- At the end of the game round, ask each team to report their scores. Determine which teams have the highest scores or achieved specific objectives and announce them as the winners. End with positive reinforcement, Say, Great job everyone! Applaud your peers!

By following these steps, The teacher will effectively facilitate the Vocabulary Pictionary game, providing an opportunity for students to have fun while enhancing their vocabulary and teamwork skills.

Variation Idea:

Instead of playing Pictionary, have students play charades with the emotion words.

D. Grammar in Context

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

- Recreate the following timeline with past, today, future and the corresponding sentences.

	Now/ Tonight	**Future**
	X	
I **am studying** for the test now		I **am going to study** for the test.

- Elicit the difference between the 2 sentences and how we form sentences in the present and future. Underline the words am going to study in the future sentence. Say, We use be going to + verb to talk about plans in the future.

- Say, Read the conversation and answer the question. What are Rajaa and Leyna going to do tomorrow?
- Give students time to read the conversation, then ask, What are Rajaa and Leyna going to do tomorrow? (Rajaa's cousin is going to help him prepare for the test. Leyna is going to join them. She is going to bring her textbook.)

Rajaa: Hi, Leyna. What's up?

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

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

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

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

- Point out the grammar chart and the blanks. Say, Complete the sentences in the chart.
- Review the sentences. Have students write them on the board.
- Show how the contraction can be used for all of the subject pronouns. I'm going to _____. He's/She's/It's going to _____. We're/You're/They're going to _____.
- Say, Now, practice the conversation with a partner. Take turns as the Rajaa and Leyna.

3. Complete the sentences. The first is done for you as an example.

- Point out the sentences (1-6). Say, Use **be going to** and the verb in parentheses to complete the sentences.
- Point out the sample, then give students to complete the rest on their own. Say, You can check the grammar box for help.
- Review the answers with the class. Write the answers on the board.

E. Write: Feelings Journal

How do you feel in these situations and what are you going to do?



1. Complete the chart. The first is done for you.

- Point out and read the 6 situations in the book (You stayed alone for a long time at home. You lost the football match).
- Review the samples for situation #1. Say, When you are bored, what are you going to do? Elicit other ideas. (I'm going to read a book. I'm going to visit a friend. etc.)
- Have students complete the rest of the chart on their own (see, SB).
- Foster peer collaboration to support reluctant students or those with learning difficulties, encouraging mutual assistance and shared learning experiences.

2. Share your feelings and plans with a partner or with the class.

- Pair students. Tell students to share their sentences. Walk around and monitor their pairwork.
- Close by asking students to share their feelings and plans. Have students write them on the board. Review each one and underline the **be going to + verb** in the sentences.

Expansion Idea: UDL practice!

Have students draw pictures to go along with one of the sentences they wrote in Exercise D. Then, have them write their sentence under the picture. Post the pictures around the room.

Lesson 8 Unit Test, Task, & Self-Assessment

Objectives

Students will...

- Complete a unit test that evaluates students' proficiency in listening, vocabulary, grammar and reading skills related to the unit topics.
- complete a culminating task to apply and demonstrate what they have learned in the unit.
- Complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 4 Test

Listening

A. Listen and choose the correct picture. Circle the letter.

Answer Key:

1) Arm

2) go to the doctor

3) go swimming

B. Listen to a talk about staying healthy. Circle the correct answers.

Answer Key:

4. B,

5. A,

6. A

Grammar and Vocabulary

A. Complete the conversations with words from the word bank.

Answer Key

7. matter, 8. great,9. runny nose, 10. should , 11. Hurt,12. Sorry, 13. Bandage, 14. Hope.

B. Circle the best word to complete each sentence.

15. worried. 16. surprised. 17. nervous 18. are going to eat 19. is going to help

Reading :

Read the advice column. Then read the statements and write TRUE or FALSE.

Answer key:

20. Rasha wants advice about how to get good grades. True

21. The Teen Advice Team agrees that having fun is important. True

22. The Teen Advice Team advises Rasha to do homework every day of the week. False

23. The Teen Advice Team thinks that teens learn more when they study together. True

24.The Teen Advice Team says that you should only study during the school week. False

My Score: _____ / 24 = _____%

Unit 4 Task - Choose One!

Option 1: Weekly Health Goals

Teachers guide students in setting weekly health goals by selecting two new healthy habits, creating actionable goals and next steps, implementing the plan, tracking progress, and sharing achievements with the class.

- Introduce/ revise the concept of weekly health goals to students.
- Review each option and rubric. Use gestures to get the meaning across.
- Guide students in selecting two new healthy habits they want to adopt.
- Assist students in writing two goals for the upcoming week.
- Help students break down each goal into two or three actionable next steps.
- Encourage students to implement their plans and track their progress throughout the week.
- Facilitate a platform for students to share their goals and achievements with the class.
- Provide support and encouragement to students as they work towards their health goals.
- Students share achievement, highlight difficulties and seek feedback from the teacher and peers.

Option 2: Feelings Journal

Teachers guide students in the Feelings Journal activity to foster self-awareness, emotional literacy, and communication skills. Here are some steps to follow:

- Revise the rubrics and introduce the activity, emphasizing its role in self-awareness and emotional expression.
- Explain the importance of understanding emotions in daily life and relationships.
- Outline the activity steps:
    a. Record strong feelings for a week.
    b. Create a visual representation of their emotional journey.
    c. Present their work and insights to the class.
- Teach students to identify emotions, triggers, and their impact.
- Model and provide guidance throughout the emotional exploration.
- Encourage honest reflections, validating all feelings.
- Emphasize experimentation without right or wrong ways.
- Prompt reflection on emotions, triggers, and coping strategies.
- Assist in presentation preparation and public speaking practice.
- Allocate time for each student's presentation.
- Foster a supportive environment for sharing insights and vulnerabilities.
- Facilitate a closing discussion to reflect on the overall experience of the Feelings Journal activity.

By following these steps, teachers can empower students to explore and express their emotions in constructive ways, laying the foundation for lifelong emotional well-being and resilience.

Option 3: Healthy Habits Poster

Objectives of the activity are: (i) to raise awareness and understanding of healthy habits among students, (ii) to foster students' collaboration and critical thinking skills, and (iii) to encourage students to become advocates for positive behavior change. **This is UDL practice**. These steps are helpful:

- Introduce the activity and its objectives.

- Facilitate group formation and topic selection.
- Allocate time for research and planning. Bring materials to class if feasible!
- Provide guidance on effective poster creation.
- Monitor their work and assist in presentation preparation.
- Organize a designated presentation session.
- Facilitate a reflection session for feedback and insights.
- Encourage students by highlighting their efforts in making the task a success.

Variation Idea:
Assign the tasks and pairs/groups (if working together) instead of giving students a choice. This way, students at a lower language proficiency level would work on an option that can help them feel successful. Ensure gender and disability inclusion in group assignments.

Unit 1 - Self Assessment

By the end of Unit 4 Self-Assessment, students will be able to identify their strengths and areas for improvement in English language skills related to describing common illnesses, expressing empathy, and discussing healthy habits.

- Foster a supportive classroom environment where students feel comfortable reflecting on their own learning and sharing their self-assessments with their peers.
- Point out the charts and how to do the self-assessment.
- Review the things in the chart. Say, These are the things we learned. Think about the unit. How do you feel? Tick how you feel.
- Give students time to do the Self-assessment. Answer any questions they may have about the language.
- Recognize and **celebrate students' progress** and achievements. Highlight examples of improvement and encourage students to take pride in their learning journey.

Unit 4: How do you feel?

AUDIO SCRIPTS

SPOTLIGHT

Narrator: Listen to teens talk about how they stay healthy. Match what they do to the pictures, write "A" for Aiko, "S" for Sophie, and "D" for Diego.

Aiko: Hi everyone! My name's Aiko, and I'm from Japan. I stay healthy by practicing martial arts, especially karate. It keeps me fit and focused. Eating balanced meals is also important to me.

Sophie: Hello! I'm Sophie, and I come from France. I do yoga every day to keep healthy. It helps me relax my mind and body. I also eat lots of fruit and vegetables.

Diego: Olá, everyone! I'm Diego and I'm from Brazil. I love cycling. I enjoy riding my bike along the sea and in the mountains. It's great exercise and super fun to do with my friends!

Lesson 1 What's the matter?

A. Vocabulary: Body Parts

Exercise A2a

Narrator: Listen to check your answers.

1. nose
2. hand
3. finger
4. ear
5. head
6. wrist
7. eye
8. back
9. mouth
10. thumb
11. elbow
12. toe
13. ankle
14. knee
15. arm
16. foot
17. stomach
18. neck
19. leg
20. shoulder

Exercise A2b

Narrator: Now listen and repeat.

See above. The recording includes pauses to allow time for students to repeat each word.

C. Listen

Exercise C1

Narrator: Listen to the conversations. Match the people to what they say hurts.

1.

Sam: What's wrong, Lina?

Lina: I'm sick. My stomach hurts. I ate too much.

Sam: Oh, sorry to hear that.

2.

Mohamed: What's the matter, Bob?

Bob: I hurt my foot. I fell on the stairs. It hurts a lot.

3.

Maya: Are you OK, Anir?

Anir: No, I don't feel well. My head hurts. I got hit with a soccer ball.

Maya: Oh, no!

4.

Adil: What's the problem, Samia?

Samia: My eyes hurt. I don't know why.

Adil: Oh dear! They're very red.

Exercise C2

Narrator: Listen again. Number the questions as you hear them.

See Exercise C1 above.

Lesson 2: I have a sore throat.

A. Sing

A(1)

Narrator: Listen while you read.

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

B: I have a fever. I have a runny nose.

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

B: I have a headache. I have a cold.

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

B: I have a fever. I have a runny nose.

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

B: I have a stomachache. I have a cold.

A: Aaaahchoo!

A(2)

Narrator: Now listen again, sing along, and act out.

See A1 above.

B. Vocabulary: Health Problems

Exercise B1a

Narrator: Listen and point.

1. a headache
2. an earache
3. a fever

4. a runny nose
5. a cough
6. a sore throat
7. a stomachache
8. a toothache
9. a backache
10. a sprained ankle
11. a neckache/neck pain
12. a cold

Exercise B1b

Narrator: Now listen again and repeat.

See B1a above. The recording includes pauses to allow students time to repeat.

D. Listen

Narrator: Listen to the conversations. Tick health problems people have.

1

A: How are you?

B: I feel terrible.

A: What's wrong?

B: I have a headache. And a stomachache too.

A: I'm sorry to hear that! You should take a nap.

2

A: What's the matter - you look terrible.

B: I have an awful backache and a sprained ankle. I fell down when I was running yesterday.

A: Oh no - that's too bad. You ought to lie down and rest.

3

A: You look awful. Are you ok?

B: No, I don't feel well, I have a terrible toothache. It's killing me.

A: Oh, you should go to the dentist.

B: I will!

4.

A: We missed you in school today. How are you?

B: I'm sick. I have a cold, with a fever, a cough, and a sore throat.

A: I'm so sorry. I hope you feel better soon.

Lesson 3: DEAR: Drop Everything and Read

B. Listen

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

Dots!

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

Darla just laughs. She doesn't care what her brothers say. But that all changed on her first day of middle school. Darla didn't know anyone at her new middle school. The night before the first day of school, Darla told her mom, "Please don't pack durian in my lunch."

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

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

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

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

On Tuesday, Darla woke up with dots on her feet and her legs! On Wednesday, they were on her neck and shoulders. On Thursday, they spread to her arms! But Darla did not feel sick, so each day she covered the dots with clothes and went to school.

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

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

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

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

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

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

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

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

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

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

C. Read and Listen

Narrator: Read and listen.

See Exercise B above.

Lesson 4: You should see a doctor.

A. Vocabulary: Health Advice

Exercise A2a

Narrator: Listen and check your answers.

Narrator: 1/C

A: Are you ok?

B: [yawns] I'm very tired.

A: Go to bed. You need to rest.

Narrator: 2/E

A: I have a headache.

B: Lie down on the couch and take a nap.

Narrator: 3/B

A: I feel hot.

B: Let me check your temperature. Maybe you have a fever.

Narrator: 4/G

A: Mom, my stomach hurts.

B: Ok. Let's go to the doctor today.

Narrator: 5/I

A: I have a toothache.

B: You need to go to the dentist.

Narrator: 6/A

A: I have a sore throat.

B: Drink lemon and honey. You will feel better.

Narrator: 7/D

A: My knee hurts.

B: Put ice on it.

Narrator: 8/F

A: I'm very sick today.

B: Don't go to school. Stay home.

Narrator: 9/J

A: My back hurts.

B: You should take medicine.

A: Yes. I will take medicine before I go to bed.

Narrator: 10/H

A: Ouch! I cut my finger.

B: Put a bandage on it.

Exercise A2b

Narrator: Now listen and repeat.

Rest.

Lie down.

Check your temperature.

Go to the doctor.

Go to the dentist.

Drink lemon and honey.

Put ice on it.

Stay home.

Take medicine.

Put a bandage on it.

Lesson 7: I'm happy! I'm going to hang out with friends next week.

A. Vocabulary: Feelings

Exercise A2a

Narrator: Listen to check your answers.

1. He's sad.
2. She's happy.
3. He's angry.
4. She's confused.
5. He's worried.
6. He's nervous.
7. She's embarrassed.

8. She's surprised.
9. He's bored.
10. He's hungry.
11. She's thirsty.
12. She's tired.

Exercise A2b

Narrator: Now listen and repeat.

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

B. Read and Listen

Exercise B1

Narrator: Read and listen to the first part of the conversations. Check the word you think the person is going to say next.

1.

Ferhana: What's the matter, Rachid.
Rachid: Oh, my cat went outside yesterday and she didn't come home. I'm very...

2.

Rajaa: Hi, Leyna. What are you doing?
Leyna: I'm doing my math homework. But I don't understand. Can you help me? I'm so...

3.

Majd: What's wrong, Limam?
Limam: I saw my English teacher, Mr. Baqqali, at the supermarket.
Majd: And? What happened?
Limam: I called him the wrong name. I said «MRS. Baqqali.» Ugh. I'm really ...

4.

Younes: Are you ok, Maya?
Maya: I lost my cell phone!
Younes: Oh, no. Your new cell phone?
Maya: Yes. I'm so...

5.

Lunes: Hi, Juan Carlos. How's it going?
Juan: Great! I had a test in my science class today.
Lunes: Oh! Did you do well?

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

6.

Mery: Are you ready for your job interview?

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

Exercise B2

Narrator: Now listen to the end of the conversations and check your answers.

1.

Ferhana: What's the matter, Rachid.

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

Ferhana: Oh, I'm so sorry. I hope you find her soon.

2.

Rajaa: Hi, Leyna. What are you doing?

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

Rajaa: Sure, I am happy to help!

3.

Majd: What's wrong, Limam?

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

Majd: And? What happened?

Limam: I called him the wrong name. I said «MRS. Baqqali.» Ugh. I'm really embarrassed.

Majd: Oh, no! How embarrassing!

4.

Younes: Are you ok, Maya?

Maya: I lost my cell phone!

Younes: Oh, no. Your new cell phone?

Maya: Yes. I'm so sad.

Younes: Don't worry. I will help you find it!

5.

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

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

Lunes: Oh! Did you do well?

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

Lunes: That's great!

6.

Mery: Are you ready for your job interview?

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

Mery: Don't worry. I am sure you'll do great!

Lesson 8: Unit Test, Task & Self Assessment

LISTENING

Narrator: Listening Part A. Listen and choose the correct picture. Circle the letter.

Narrator: 1. What hurts?

A: Ouch!

B: What's the matter?

A: I fell down and hurt my arm.
B: Oh, no. I'm so sorry. Did you also hurt your shoulder.
A: No, I hit my head and shoulder, but they are both okay.
Narrator: 2. What advice does the boy give?
A: What's the matter?
B: I don't feel so great. My stomach hurts.
A: I'm sorry to hear that. You ought to go to the doctor.
B: No, I think I ate too much pizza. Maybe I will go for a walk.
A: Good idea.
Narrator: 3. What is the girl going to do next?
A: Hi, what's up?
B: Not much. I am worried about my math test tomorrow.
A: You should try to relax.
B: I am studying right now, but I think I am going to go swimming later.
A: Good idea!
Narrator: Listening Part B. Listen to a talk about staying healthy. Circle the correct answers.
Hey teens! Do you want to stay healthy and full of energy? Try these tips.
Eat Well: Eat different healthy foods like fruits, veggies, and grains each day. Try not to eat too much junk food. Eat three meals a day to keep your energy up.
Stay Active: Try to exercise 30 minutes a day. Do whatever you enjoy, like walking, swimming, or dancing. It helps you feel happy and prevents sickness.
Take Care of Your Mind: Relax with simple things like hanging out with friends and family. If you feel really sad or worried, talk to someone you trust. Talking about your feelings can help you relax, gain energy, and keep your mind healthy.

Unit 5: Those are cool shoes!

Theme: This unit is about fashion, clothing, and shopping.

Unit Overview

This unit is about items of clothing and accessories, style and fashion, and shopping habits. Students will discuss clothing and style choices and what teens like to wear. They will have an opportunity to talk about various types of stores and shops, and role play shopping situations. In Lesson 3 (DEAR), students will read a story about a boy and his favorite sweatshirt, and in Lesson 5 (Global Citizens) they will learn about "upcycling" and reusing clothing and household items. The unit tasks include designing an outfit, creating a packing list for a trip, and researching examples of traditional clothing worn for celebrations around the world.

Learning Objectives Students will ...

- Listen, read, write, and speak about the clothes and accessories people wear.
- Describe clothes and accessories using the correct order of adjectives.
- Ask and answer questions when shopping for clothes and accessories.
- Describe and compare two or more items when shopping.
- Read a story for pleasure and link ideas from the story to their life.
- Read independently at home and track their progress.
- Help protect the environment by creating new ways to use old things.

SPOTLIGHT:
1. Read the introductions and match them to the people.
2. Guess the missing words. Then listen to check your answers.

Lesson 1: I'm going to buy baggy jeans!

Items of clothing

- Everyday clothing items
- Describing what someone is wearing (I'm wearing... / have on ...)
- Present simple vs. present continuous verbs

Lesson 2: She has on sunglasses.

Accessories

- Accessories and jewelry
- Clothing for different weather and situations

Lesson 3: Drop Everything and Read

Read and respond

- Story: "Omar's Lesson"
- Expansion: Ways to use old clothes and help prevent climate change.

Lesson 4: I'm wearing a long, red dress to the party

Describing clothing and accessories

- Describing clothing and accessories
- Grammar: order of adjectives
- Discussing food preferences, likes and dislikes

Lesson 5: Global Citizenship and Fun Review

Upcycling

- Upcycling clothing and household items
- Review game: Find someone who...

Lesson 6: Do you have these shoes in blue?

Types of shops and shopping

- Types of shops
- Shopping role play

Lesson 7: The brown coat is warmer than the black one.

- Requesting and offering food and drinks
- Comparative adjectives

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 5 Test
- Unit 5 Tasks
- Unit 5 Self-Assessment

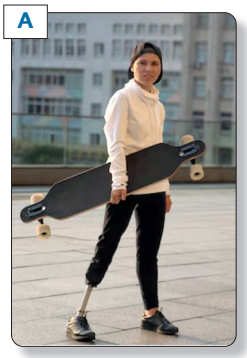
SPOTLIGHT Those are cool shoes!

1. Read the introductions and match them to the people.

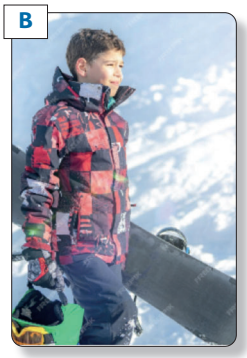
2. Guess the missing words. Then listen to check your answers.

- Say, Look at the images, read the introductions and decide which introduction goes with which picture.
- Give students time to read the introductions and match them to the people in the pictures.
- Encourage students to relate each paragraph to a specific person by studying the details.
- Allow sufficient time for students to make their matches independently.
- Facilitate a discussion where students explain their reasoning for each match.

A



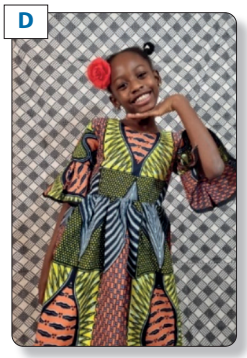
B



C



D



2. Guess the missing words. Then listen to check your answers.

- Ask students to pair up and guess the missing words in the introductions.
- Say, Now read the introductions carefully, guess, and write the missing words.
- Tell students, Now let's listen to check. Play the audio.

1. ___ Hi. I'm Piretta. I'm Gambian. I live in a suburb of Banjul City. I love _____. In the future, I'm going to be a fashion _____. My grandmother taught me how to make my own clothes. I made this _____ last week. What do you think of my style?	**2.** ___ Hello. I'm Jai. I'm from Colorado in the US. I live near the _____ and I often go snowboarding. I always wear a warm coat and gloves. I have special _____ pants to stay dry and nice wool socks to keep my feet warm.
3. ___ Hi. I'm Lily. I'm Malaysian but I live in the center of Paris. I enjoy _____. I usually wear a cap, sweatshirt, and comfortable pants. I bought these cool black _____ yesterday. Do you like them?	**4.** ___ Hi. My name's Salim. I'm _____. I'm into bike riding around Ain Diab Beach near Casablanca. It's hot so I usually wear a short-sleeved shirt and _____. My brother gave me this awesome shirt for my birthday. I love it!

Lesson 1 I'm going to buy baggy jeans.

Objectives

Students will...

- Read and talk about what people wear.
- Write about clothes they plan to wear.

Warm up

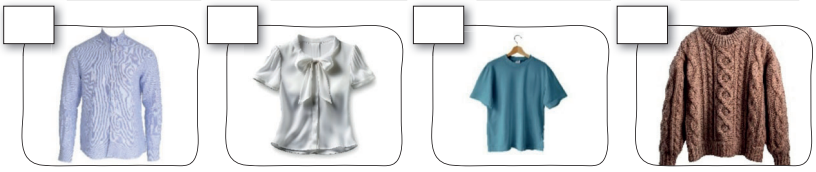
The objective of this activity is to enhance vocabulary related to clothing and accessories through interactive activities that combine speaking and listening skills.

- Say, Today I am wearing blue pants and a white shirt. I also have on a necklace and earrings. Since it's warm today, I'm wearing short sleeves and no jacket.
- Begin by introducing the topic of clothing and accessories. Describe what you are wearing to the class as an example.
- Call a student before the class and ask: What is Halim is wearing? Accept isolated words like jeans, jacket, blue shirt, etc.
- Ask for a few volunteers to stand up while you describe what they are wearing. For example, Imane has on a pretty yellow dress, or Hamza is wearing cool sneakers.
- Alternatively, show pictures of different people wearing various outfits and describe them aloud to the class.

A. Vocabulary: Clothing

1. **Work with a partner. Match the words you know to the pictures. Write the number.**

1. coat	5. trainers/sneakers	9. sweatshirt	13.sweater
2. smock	6. skirt	10.shirt	14.pants/trousers
3. jacket	7. jeans	11.shorts	15.dress
4. shoes	8. pajamas	12.t-shirt	16.blouse



- Point out the pictures. Say Look at these examples of clothing we wear everyday.
- Give students time to look at the pictures and read the vocabulary words silently.
- Go over the directions. Highlight that it is okay if students do not know all of the words. They should only mark the items they do know and leave the others blank.
- Read the vocabulary in the box aloud and have the class repeat chorally.
- Pair students to complete the matching task. Monitor their work and take note of how much vocabulary students already know.

Teaching Tip:
Having students indicate (check, circle, say) which vocabulary words they already know gives you an idea of their background knowledge and familiarity with the topic and related language. It's useful to pay attention and take a look at how many words students mark in a vocabulary set and which ones they do not, so that you can gauge how much practice and review they will need.

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

- Play the audio and have students confirm/correct/complete their answers as needed. Walk around the class and offer support and feedback as needed.
- Say Now listen and repeat. Play the audio again and have students repeat.

I am wearing a blue T-shirt, white jeans, a green sweater, and a white smock.

3. Tik (✓) the clothes you are wearing today.Tell your classmates.

- Model the task. For example, say I am wearing trousers, so I am going to circle this picture of trousers.
- Have students circle any items of clothing they are wearing today.
- Write the sentence frame on the board I am wearing... Then call on a few students to stand and say which items of clothing they have on.
- In pairs, ask students to discuss all the items they are wearing.

B. Read

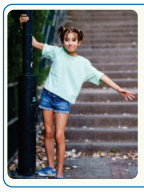
1. Read the descriptions and write the name beside each picture.

- Go over the directions and preview the task by doing the first item with the class. Point out the first picture and ask What does this boy have on? Elicit the vocabulary items (sweatshirt, coat/jacket, trousers/pants, cap).
- Say Now look at these descriptions of the people. Which one matches this picture? Elicit the correct name (Lhoussiane) and model writing it under the picture.



Name: _____

_____



Name: _____

_____

- Have students complete the rest of the items individually and then compare answers in pairs.
- Go over the answers with the class.

2. Talk with a partner. What do you usually wear when it's hot outside? When it's cold outside?

- Go over the directions and write the following sentence frames on the board:
  A: What do you usually wear when it's hot/cold outside?
  B: When it's hot/cold, I usually wear ...
- Call on two students to model the conversation for the class.
- Pair students for the conversations. Walk around and monitor the pairwork.
- Elicit responses from a few volunteers to wrap up the activity.

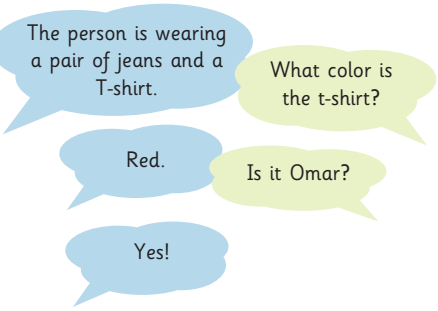
Teaching Tip:
Whenever possible, encourage students to use English to interact with you and with peers in class. You can support this by writing sentence stems on the board, or posting helpful phrases and language in the classroom for students to reference when they are working in pairs.

C. Game: Guess who?

Work in a group. Student 1, say what clothes someone in the class is wearing. The group will guess who it is. Take turns.

- Say, We are going to play a guessing game. Say Listen. I am going to describe someone in this class. Who is it? Choose one student in the class and describe what they are wearing. Have the rest of the class look around the room and raise their hands to make a guess.

- Say Now it's your turn to play the game. Review the directions and have students repeat the model conversation and examples in the Useful Verbs box.
- Put students in groups of three or four to play the game. Remind them that they should take turns, so everyone has a chance to describe someone.



Useful Verbs

Wear
She **is wearing** a white skirt.

Have on/Has on
He **has on** blue sneakers.

- Monitor as groups play, and offer support and reminders to use the support language.
- Monitor the groups as they play the game. Offer support and reminders to use the descriptive language effectively.

D. Grammar in Context

1. Underline the sentences in Exercise B that talk about people's clothes.

- Go over the directions and refer students back to the texts in Exercise B.
- Have them complete the underlining task individually and then compare answers in pairs.
- Elicit the sentences and phrases that students underlined and write them on the board.

Present Simple for Routines/Habits			
I	usually often sometimes rarely never	wear	sneakers.
He She It		_____	
You We They		_____	

2. Complete the grammar chart. Use the sentences you underlined to help you.

- Complete the chart with the whole class. Point out the grammar chart and go over the first section. Say, We use the simple present when we talk about how often we do a habit. For example,"I usually wear sneakers." or "I never wear sneakers."
- Point out the first blank. Say What form of "wear" do we need here? He often … (pause for students to respond "wears") sneakers.
- Repeat this with the second blank. Say They sometimes … (pause for students to respond "wear") sneakers.
- Point out the sentences on the board and ask Which sentences from Exercise B use the present simple? Elicit three or four examples and reinforce that the sentences are talking about habits and how often the people wear the items.
- Repeat the steps above for the next two sections in the chart. Be sure to clarify the two uses of the present progressive. Say We use the present progress to talk about what is true right now. For example, I'm wearing a white shirt (right now). We can also use it to talk about a plan for the near future, for example, Tonight will be cold. I'm wearing my new coat. See the practice tip below.

Present Continuous for Right Now and Immediate Plans				
I	am	wearing	a T-shirt and trousers	now. right now. today. tonight.
He She It	_____			
You We They	_____			

Practice Tip:

- Give them some examples for practice. Make sure you provide time context words. Use vocabulary they know.
- Right now, I am wearing jeans and a T-shirt. (This action is happening at the moment of speaking.)
- It is raining outside. (This temporary weather condition is happening now.)
- I usually wear jeans on weekends. (This is a habit.)
- The bus arrives at 7:00 am every morning. (This is a routine.)
- The sun rises in the east. (This is a fact.)
- Water boils at 100 degrees Celsius. (This is a general truth.)
- You might turn these examples into a written quizz.

Teaching Tip:

Try to incorporate a balance of whole class, pair, and group activities. This supports student engagement, promotes a sense of community, and allows students to gain independence and confidence. Pair work and group work are particularly important in language lessons, to ensure that all students get plenty of opportunities to use and practice the language.

3. Circle the correct phrase to complete the conversations.

- Go over the directions and give students time to read the conversations silently.
- Have them complete the task individually. Monitor as they work and take note of any common or frequent errors to address with the class later.



1. Fathia: What [do you wear/ are you wearing] to the class party tomorrow?

Widad: I [have on / am wearing] my new jean jacket. How about you?



3. Maria: [Is he wearing / Does he wear] jeans and brown shoes in the picture?

Walid: No, he [wears / is wearing] black shoes.

4. Listen to check your answers. Then practice the conversations with a partner.

- Have students compare answers in pairs. Then play the audio so that students can double-check their answers.
- Call on pairs to read the full conversations aloud. Have the rest of the class show a "thumbs up" or "thumbs down" to indicate whether they agree with the answers.
- Have pairs practice the conversations, then switch roles and practice again.
- Call on a few pairs to choose one conversation to perform for the class. Check pronunciation if time permits.

Teaching Tip:

When possible, allow students to practice any conversations and dialogues in the student book. Dialogue practice provides great opportunities for students to practice intonation, pronunciation, and language in context.

E. Write

1. Read the texts between you and your friend.

2. Write a text back to your friend.

3. Then draw a picture of what you're wearing to the party.



This writing activity above aims to develop students' communication and descriptive writing skills in a relatable real-world party context. Students practice describing clothing and future plans, while actively engaging with the task and sharing their work. This fosters language learning, active participation, and communication in a familiar scenario.

- Preview the task. Say Imagine we are going to have a class party. Think about what you want to wear.
- Go over the directions. Then call on two students to read the text conversation. Clarify that the question, What are you wearing? is asking about a future plan (What are you wearing to the party?), and does not mean What are you wearing right now?
- Say You are going to write a reply text. Describe what you are wearing to the party.
- Provide a model on the board, for example, I'm wearing my new white dress. Point out good sentence structure, including capitalization, punctuation. Specify how many items of clothing students should include (3 or 4).
- Monitor while students are writing and support with spelling and punctuation.
- Have students share their writing and picture with a partner.
- Close the activity by calling on a few students to read aloud their writing. Drawing pictures to show meaning is a UDL practice.
- Ask students to draw a picture of what they are wearing. Say, draw, then share with your partners.
- Allow them time to draw/ sketch what they are wearing.
- When they finish, ask them to go round to see their classmates' drawings.

Lesson 2 She has on sunglasses.

Objectives

Students will...

- Describe the use of different accessories.
- Listen for details about clothing items people will buy.
- Write and speak about clothing items they wear in different situations.

Warm up

"I Spy" Clothing Game:

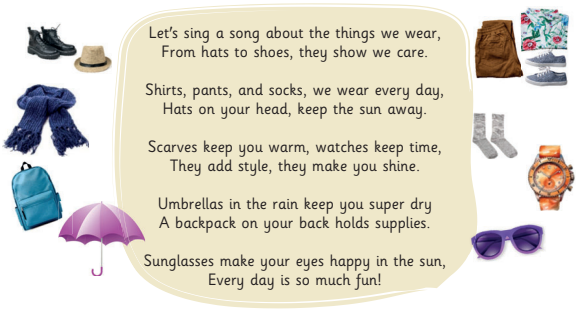
This is a simple, adaptable game that promotes listening and descriptive skills. Teacher and students play a quick game to review clothing vocabulary.

- Start the Game: Say, "I spy with my little eye something white." Elicit clothing ideas from students (e.g., "Is it a white shirt?").
- Model and Practice: Ask a student to take a turn by describing a piece of clothing with "I spy..."
- Pair Up: Have students pair up and play the game with each other.
- Wrap Up: Close by asking students how they enjoyed the game (optional: "How was the game?").
- Ask students to show a thumbs up, down (or sideways for "in the middle") to give their opinion.

A. Sing along

Listen to the song. Then, clap, snap, and sing along.

- Say, We are going to sing a song about the clothes we wear. Let's listen first.
- Play the audio and have students listen and silently read along with the lyrics.
- Say Now listen and sing along. Play the audio again and have students sing along.



- You may wish to have students match words from the song to the pictures surrounding the text. This is optional, for students who may need more vocabulery support.
- Model singing the song and clapping or snapping along to the rhythm. Then have students try it with you.

Job Hunt:

Create gestures to go along with the song and have students perform them while singing along. Alternatively, have pairs or small groups create gestures for different verses of the song. Then perform the song and gestures as a class.

B. Vocabulary: Accessories

1. Look at the pictures. Listen and point.

- Have students look at the pictures and silently think about which items of clothing they own.



- Say, Listen and point. Play the audio. Walk around the class and check that students are pointing to the pictures as each word is said.

2. Listen again and repeat.

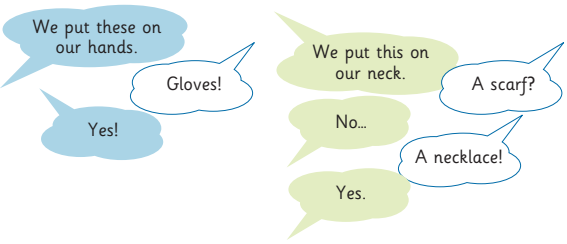
- Say Now listen and repeat. Play the audio again.
- Monitor and listen in to ensure that students are repeating the words.

3. Tick (✓) the accessories that you have on or have with you today. Tell a partner.

- Go over the directions and model the task. Hold up your book and say I have on a ring and I am wearing a watch. I am going to tick those pictures. Model writing a tick mark on the pictures.
- Give students time to complete the task individually and then compare responses in pairs. Write the sentence stems to support their conversations: I am wearing / I have on / I have a _____ with me.

C. Guess

Work in a small group of 2-4 students. One person says a clue for a word in Exercise B. The group guesses the word. Take turns.



- Say Now we are going to play a guessing game.
- Call on two students to read the example conversations.
- Choose a vocabulary item and model the first example with the whole class For example, say They are always a pair. We put them on our feet. (socks)
- Put students into pairs or groups to play the game. Monitor as they play and remind them to take turns giving clues.
- You might want to take notes on the students' mistakes to address them later.

D. Listen

Listen to the conversations. Circle the things the speakers will buy.

- Go over the directions and call on different students to read the answer options for each item.
- Say, Listen and circle what the people are going to buy. Clarify that in some conversations, they may only circle one item, and in other conversations, they may circle two or three items.



- Play the audio. Ask students if they would like to hear it once more to confirm their answers. Play the audio again if needed.
- Have students compare answers in pairs. Then go over the answers with the whole class.
- Before closing, open a discussion to address any challenges students encountered while listening. This allows you to clarify concepts, address errors, and provide additional support if needed.
- **Answer Key:** 1. scarf/ gloves, 2. sunglasses, 3. necklace, 4. socks, 5. scarf/ earmuffs/ belt.

Teaching Tip:
Before starting the listening audio, it can help to preview the vocabulary. Have students work in pairs to name the items in each question.

E. Write and Discuss

"Write and Discuss" encourages creativity! Students design outfits for the beach, mountains, and a party, then discuss their choices with a partner. This builds vocabulary as they use clothing terms and refines critical thinking by considering the situation when choosing outfits. It even strengthens communication through explanation and discussion.

1. Work individually. Draw and write the names of clothes and accessories you will wear and bring with you in the different situations.

- Preview the task. Say Imagine that next week is school vacation. You are planning to spend a day at the beach, a day at the mountains, and have a party. What are you going to wear and bring?
- Go over the directions. Give students time to complete the chart. Clarify that they should draw and label the items they want to wear/bring for each situation.

Situations	Things to wear and bring with you
A day at the beach	
A day in the mountains	
A party	

- Students should be able to recall clothes learned in Lesson 1 and some of the accessories from this lesson. However, you can remind them to refer to lesson 1 and Exercise B if they need help.
- Monitor as students work, and offer support and feedback as needed.

2. Work in pairs. Ask and answer questions about the situations in Exercise 1.

- Call on two students to read the model conversation aloud.
- Pair students to share their responses.
- Ask them to practice.
- Then, ask 2 pairs to share before class.



Expansion Idea:

Hand out art supplies and have students choose one of the three locations (beach, mountains, or party) and imagine they are going together. Have them draw themselves together at the location, wearing the clothing and accessories they discussed. Encourage them to include family members, pets, classmates they would like to invite. Have pairs present their drawings to the class and describe the clothing, accessories.

Lesson 3 DEAR: Drop Everything and Read

Objectives

Students will...

- Read and respond to a story.
- Plan ways to use their old clothes and help protect the environment.

A. Preview

Students will develop predictive reading skills by analyzing pictures to anticipate the storyline and key elements of a story, thereby enhancing their engagement and comprehension.

Look at the pictures. What do you think the story is about? What do you think will happen in the story?

- Point out the pictures. Say, Look at the pictures in Lesson 3 DEAR lesson, so all students can see.
- Explain that they will be predicting what the story is about based on the pictures.
- Encourage students to look closely at the pictures.
- Write guiding questions on board to help students make predictions. Read them:
  - ✓ "What do you see in the pictures?"
  - ✓ "Who do you think the people are?"
  - ✓ "How do you think the people are feeling?"
  - ✓ "What do you think the problem might be?"
- Avoid confirming or denying any predictions to keep students engaged and curious.
- Encourage students to think about multiple possibilities and be creative with their ideas.
- Elicit the predictions from the class, write them on the board (as reference) and highlight the diversity of ideas.
- Express excitement about reading the story to find out what actually happens.
- Say, let's keep these predictions and check them after reading.







B. Listen

Listen to the story. Were your guesses correct?

- Read the story to students, using gestures and questions to help engage them and convey meaning.
- During the read-aloud session, convey enthusiasm by varying vocal tones and expressive gestures that reflect the story's emotions and dynamics. Change the pace, volume, and pitch of your voice to engage students' attention and effectively convey the story's subtleties. Differentiating voices for different characters can make the narrative more immersive and fun for your students. Encourage students to observe gestures and facial expressions, bridging visual and auditory cues for enhanced comprehension.
- Pause at significant points to focus students on the pictures and predict what will happen next. You can also ask about how characters in the story feel, etc. These meaning-making questions can foster a more interactive reading experience that supports students' understanding, while also modeling the cognitive process for learners.
- Say, Are your predictions correct? Elicit some and move to the next activity.

C. Read

Read the story while you listen.

- Guide students to read along with the text while concurrently listening to the teacher or an audio recording.
- Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of natural English phrasing.





D. Work in a small group. Choose part of the story to read aloud. Be dramatic!

- Put students into groups of three or four to read part of the story aloud.
- Say Be dramatic and read with feeling. Have students listen as you read a few sentences from the text. Model a few examples of how NOT to read (monotone, robotic voice, too fast, too slow) and then how to read (clear, natural pace, with expression and enthusiasm).
- Have students take turns reading paragraphs. Monitor while groups work and offer support, encouragement, and feedback.
- Make note of several students who are reading with express and call on them to read their sections aloud for the class.

E. Think about the story. Complete the tasks.

Students will reflect on the story, make personal connections, and discuss their thoughts and experiences with hand-me-downs.

The following questions organize students' work:

1. How did you like the story? Color the stars to rate it.
2. Circle things this story made you remember: a piece of clothing / an accessory / a family member
   Other: _____
3. Think about hand-me-downs. Tick (✓) the statements you agree with. Then discuss your ideas with a partner.

- Hand-me-downs. Ask for volunteers to share if any of their clothing or other belongings are hand-me-downs and from whom. Draw a two-column chart on the board and have the class brainstorm the pros and and cons of hand-me-downs. Share your own experiences with receiving or passing along used items.

Vocabulary Reminder!

sibling = brother or sister

carpet = rug

- Have students look at the page. Go over the directions for each of the tasks.
- Offer students the option to work individually, with a partner or with a small group. Give them time to color choices, answer questions and tick statements they agree with.
- Monitor as students work and offer support and feedback as needed.
- Elicit responses from the class.
- Lead a class discussion about students' own experiences with.

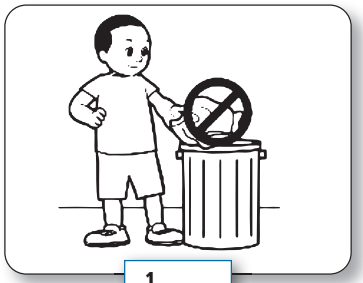
F. Optional Extension

This optional extension activity aims to raise consciousness and engage students in understanding the impact of their actions on climate change by matching sentences about reusing old clothes with pictures and creating and sharing personal action plans, promoting responsible behavior.

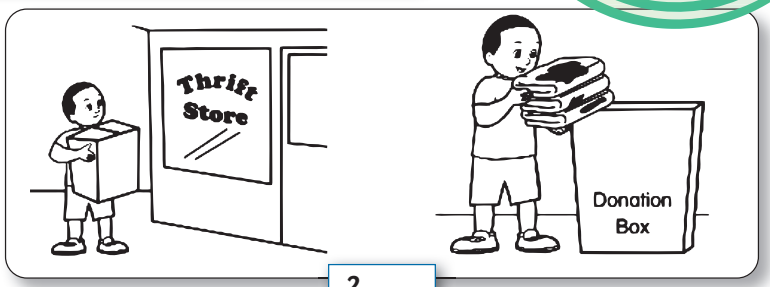
1. Match the sentences with the pictures.

A. Donate used clothes. It can help people in your community.
B. Recycle old stuffed animals. They can be used for car-seat stuffing!
C. Use torn clothes to clean your house!
D. Never throw clothes away.
E. Give clothes that are too small to a sibling or a friend.

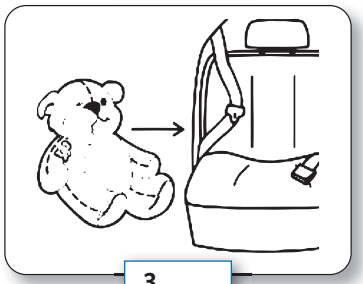
Help Protect the Environment! Do not waste resources! Using old clothes in new ways reduces greenhouse emissions (CO_2). It also helps save natural resources like water and cotton.



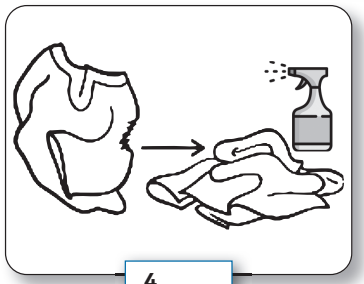
1. ___



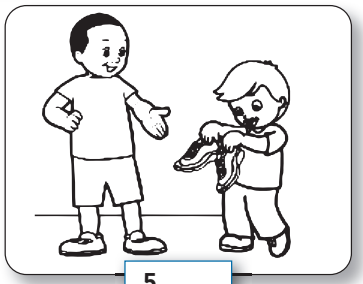
2. ___



3. ___



4. ___



5. ___

- Students match the sentences with the pictures individually.
- Ask them to pair up and check their answers.
- Encourage students to share with class.

2. Take action! Next time I have old clothes, I will _____.

- Allow students to focus individually on the take action activity.
- Have students share their action plans with the class.

3. Share your action plan with your classmates.

- Say, Great job sharing your action plans! Who wants to share one new idea they learned from a classmate? Say, Thank you all for participating!

Lesson 4 I'm wearing a long, red dress to the party!

Objectives

Students will...

- Describe clothing and accessories.
- Read a fashion magazine for details.

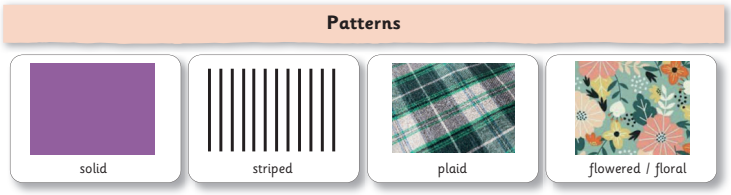
A. Vocabulary: Adjectives

The objective of this lesson is to teach students vocabulary for describing types of clothes and patterns, while improving their listening and speaking skills through activities that involve identifying their own clothing and responding to descriptions given by the teacher.



1. Look at the pictures. Listen and point. Then listen and repeat.

- Have students look at the pictures and silently think about which items of clothing they own.
- Say, Listen and point. Play the audio. Walk around the class and check that students are pointing to the pictures as each word is said.
- Say Now listen and repeat. Play the audio again.
- Monitor and listen in to ensure that students are repeating the words.



2. Tick adjectives in Exercise 1 that match what you are wearing today. Tell a classmate.

- Go over the directions and patterns (1-4), then model the task. Look around the room and say I see that Ayoub is wearing a striped shirt. Hold up your book and model writing Ayoub's name in the first blank.
- Pair students to complete the task. Monitor while pairs work and ensure that they are on task.
- Call on students to share their responses by reading aloud the complete sentences.
- Choose 4 students to show patterns, and write examples on the board for students reference. Say, to remember draw and color these patterns at home.

Variation Idea:
Do a quick warm up to review the unit vocabulary and prepare students for the reading task. Pair students. Then set a timer for 30 seconds and have partners take turns naming one item of clothing or accessory they see in the pictures. They should write a tally mark for each word they list. The pair with the most tally marks wins.

B. Read

1. Read the descriptions in Real World Fashion magazine. Match them to the pictures.

- Point out the pictures and go over the directions.
- Call on different students to read aloud the descriptions.
- Have students complete the numbering task individually and then compare answers in pairs.
- Go over the answers with the class.

2. What person's fashion do you like? Tell a partner.

- Have students change partners to discuss which person's fashion they like. Encourage them to give reasons for their responses. Write sentence stems on the board for support:
  - I like this person's style because I like her …
  - I think this person looks cool because …
  - This outfit is stylish because …
- To close, ask a few students to share the fashion they like with the class.



C. Speak

The objective of this activity is to foster communication skills by engaging students in describing and guessing what their classmates are wearing, promoting vocabulary use and interactive speaking practice.

Steps for Teacher:

- **Step 1:** Pair students and facilitate turns in describing the attire of someone in the class. Encourage them to guess the person based on the description.
- **Step 2:** Divide students into groups of 3-4. Display a picture and have one student describe a person's clothing while others point out the described individual.
- **Step 3:** Conclude the activity by discussing any common errors or challenges observed during the descriptions, reinforcing correct usage and providing feedback as needed.



D. Write

This is a writing task for students to demonstrate their knowledge of clothes and accessories. The teacher will assist students with their writing and then ask them to share with their peers. The teacher should not focus too much on students' spelling mistakes, postponing correction until later.

Guiding Questions to Help Students Write:

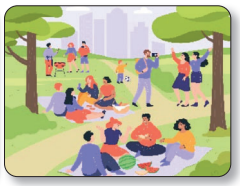
1. Students are required to choose one event from a set of options (pictures are used in the SB for focus).
2. Students are asked to imagine they are going to an event they chose and think about how they feel. They should also think about what they want to wear to the party. A frame was given to students to fill out showing how they feel and what they want to wear.



a wedding party



a birthday party


a school picnic

How I feel:	What I want to wear:

3. Students are asked to write a paragraph. They should include in their paragraphs:
    - o What event they are going to.
    - o How they feel about it.
    - o What they are going to wear. x

Steps for Teachers:



- Present the options: wedding party, birthday party, school picnic (SB).
- Prompt students to choose one event they would like to attend. Give them time.
- Have students reflect on their chosen event. You might ask them why they have chosen an event.
- Instruct them to jot down their feelings about attending and their planned outfit. They fill in the table given (SB).
- Guide students to write a paragraph respecting these criteria:
    - o Describe the event they selected.
    - o Express their emotions about attending.
    - o Detail their outfit choice and rationale.
- Give them time to write their piece and circulate to help and answer questions.
- When they indicate they have finished, pair students and ask them to share their paragraphs.
- Encourage feedback on clarity and detail. Ask, «Is there a description of the event? Does he/she express their emotions about attending? Are there details?»
- Invite several students to read their paragraphs aloud to the class.
- You might want to ask students to improve their pieces of writing at home.
- Close by applauding and praising students for their efforts to make this activity succeed.

Lesson 5 Global Citizenship and Fun Review

Objectives

Students will...

- Share ideas for upcycling old items.
- Use language from the unit to complete a review activity.

Warm up

The objective of this activity is to introduce and discuss the concepts of recycling and upcycling with the class.

- Write the words «recycling» and «upcycling» on the board.
- Engage the class by asking, What does recycling mean? Guide them to understand that recycling involves taking used materials and making them into something new.
- Explain, Upcycling is similar to recycling. When you upcycle old materials, you create a better way to use them.
- Provide examples to illustrate the difference:
- Recycling: Turning old newspapers into new paper products.
- Upcycling: Transforming an old ladder into a bookshelf or using glass bottles as flower vases or using plastic bottles to build a house.
- Ask students to think of other examples of upcycling. Encourage them to share any personal experiences or ideas they might have about upcycling objects in their homes.

Note: Recycling transforms waste materials into new products, like turning plastic bottles into fleece jackets or carpets. Upcycling, however, involves creatively repurposing old materials, such as converting wooden pallets into furniture like tables or shelves, adding value and sustainability to discarded items.

Global Citizenship: Upcycling

A. Preview

1. Label the new items you see in each picture. Use words from the word bank.

pet bed	candle	flowerpot	handbag	swing	carpet



1. a _____ made from _____



2. a _____ made from _____



3. a _____ made from _____

- Read the directions aloud and give students time to look at the pictures and think about what the items are. These are examples of upcycled items. Think about what each item was, and what it is now after someone upcycled it.
- Model reading the word bank if you think it would be helpful.
- Call on students to read the words in the word bank aloud.
- Give students time to complete the task. Clarify that they should just complete the first blank for now. Monitor their work and support as needed.

2. What are each of the new items in Exercise 1 made from? Complete the phrases above. Use the phrase bank.

- Go over the directions. Say Now you will complete the second blank to tell what the upcycled items are made from.
- Call on a student to read the phrases in the box aloud.

an old TV	**an old tire**	**a plastic soda bottle**
old T-shirts	**an orange peel**	**an old pair of jeans**

Help Protect the Environment! When you upcycle, you save valuable resources. It also reduces air and water pollution, and greenhouse (CO_2) emissions!

- Give students time to complete the task. Monitor their work and support as needed.
- Call on different students to read the entire phrase under each picture.

3. Which of the new items would you like to use? Why? Tell a partner.

- Go over the directions and pair students for the discussion.
- Provide the following sentence frames on the board to support communication.

I would like to use …

I think the ___ is useful because…

B. Read



1. Read about upcycling. Match the pictures to the passages.

- Preview the vocabulary. Point out the pictures and ask students to tell you what they see. Write any unfamiliar words on the board (tires, birdhouses).
- Say Listen and follow along as I read. Write the number of the matching picture next to each paragraph. You can either read here, (or play the audio) as the students follow along.
- Read the passages aloud and model reading fluently and with dramatic expression.
- Give students time to write the matching numbers and have them compare answers in pairs. Go over the answers with the class.

Help Stop Climate Change & Have Fun with Upcycling!

A. _____ Turn Old T-shirts into Trendy Bags! Sarah is a creative girl with a passion for fashion. While looking at her old T-shirts, she had an amazing idea! Why not turn them into vibrant, eco-friendly bags? Each bag told a story, with memories of concerts, vacations, and school events. Word spread quickly and Sarah's trendy creations became famous among her friends.

- If time allows, put students into groups of three and have them take turns reading the passages aloud.

C. Discuss

Work in small groups of two to four. Answer the questions.

- Go over the directions and call on different students to read the discussion questions aloud.
- Give students time to work individually to write some notes on their responses to each question. Then put students into pairs or groups to share their responses.


an old drawer


a broken chair


empty cans

- Monitor the discussion and offer support and feedback as needed.
- Elicit a few responses for each question from the class. Highlight any especially clever upcycling ideas.
- Share with class.

Variation Idea:
Depending on your class size, students' oral English skills, and level of independence, you may wish to discuss the questions as a whole class, as opposed to pairs or small groups. Or allow students to use their native language for the discussion.

Teaching Tip:
THINK - INK - PAIR - SHARE
Give students a minute or two of silent time to think and write notes before they have to respond to questions or join a discussion. This helps to orient them to the topic and questions and activate vocabulary and phrases they can use when speaking.

Fun Review

A. Find Someone Who

Walk around the classroom. Ask questions and write your classmates' names. When you get three in a row, you win!

- Go over the directions. Give students time to read the items in the chart.
- Elicit the questions students will need to ask for each item and write them on the board: Do you like to wear a watch? Did you go shopping last weekend? Do you have .. ? Do you enjoy ...? Etc.
- Have students stand and walk around. Say, When your partner answers "yes," write their name. Then find a new partner. When you get three in a row, say "Bingo!"
- Monitor students while they complete the task. Have students continue to mingle until 4-8 students have gotten three in a row.
- Wrap up by asking questions: Who likes to wear a watch? and eliciting responses from several students. Have students answer in complete sentences: (Yasmin likes to wear a watch.)

B. Observe & Write

The objective is to develop descriptive writing skills. Students analyze a picture silently for two minutes, then write sentences describing it for four minutes. Finally, they share their work in groups, earning points for accurate descriptions.



- Go over the directions. Put students into pairs or groups and make sure they have paper and something to write with.
- Have students point to the picture they chose. Set a timer for two minutes and say, "Go!" Remind students to study the picture silently and think about sentences they can write.
- When two minutes is up, have students turn over their papers. Set the timer for four minutes and tell students to begin writing sentences about their pictures. Point out good sentence structure, including capitalization, punctuation.
- Have students read to their group. If a student sentence correctly describes the picture, he or she gets a point! The person in the group with the most points is the winner. Applaud!

Lesson 6 Do you have these shoes in blue?

Objectives

Students will...

- Ask for and suggest shops where you can buy things.
- Ask and answer questions when shopping for clothes.

Warm up

- Review the unit vocabulary with a quick brainstorm game. Put students into pairs and give them two minutes to brainstorm and write clothing and accessories.
- Tell them the goal is to get as many as they can in two minutes. If they cannot think of a word, they should move on and come back to that letter.
- Start the timer and say "Go!"
- When the time limit is up, combine pairs to form groups of four to share their answers. Teams get a point for each word on their list, as long as it is DIFFERENT from the other team's word for that same letter. If both teams have the same word, no points are awarded.
- Go around the class and ask each team to share how many points they earned. Applaud the pairs with the highest number of points.

A. Vocabulary: Types of Shops

1. Look at the pictures, listen, and point. Then listen and repeat.



- Have students look at the pictures (1-9) and silently think about their experiences with these types of shops. Say Look at the pictures. Do you have any of these shops near your home? Where do your parents buy groceries? Where do you like to buy clothes? Where do you go when you want to buy a gift for someone?
- Say, Listen and point. Play the audio. Walk around the class and check that students are pointing to the pictures as each word is said.
- Say Now listen and repeat. Play the audio again.
- Monitor and listen in to ensure that students are repeating the words.

2. Match the types of shops to their descriptions.

- Go over the directions. Read the descriptions aloud and have students write the letters on the matching pictures.
- Monitor while students work and offer support and feedback.
- Go over the answers with the class.
- Call on students to give the answers in complete sentences, for example You can get different kinds of shoes at a shoe store.

B. Speak

1. Make a list of five to six things you want to buy. Try to think of different kinds of clothing and accessories.

- Go over the directions and point out the space where students can write their list.
- Give students time to write their lists. If they need vocabulary support, tell them to try asking a nearby peer before searching in the dictionary. Remind them to use classroom help language: How do you say ____ in English?
- Walk around and monitor and ensure that students are on task.

2. Work with a partner. Student A, ask about an item on your list. Student B, suggest a place to buy it. Use the phrases in the box. Take turns.

Useful Phrases
Student A
Do you know where I can buy ...? I need to buy ... I want to buy ...
Student B
You ought to try .... You should go to ... You can try going to the ...

- Go over the directions. And call on students to read the Useful Phrases aloud.
- Model the conversation with a student. For example:

  Teacher: Excuse me, (Student name). Do you know where I can buy a soccer ball?

  Student: Yes, you should go to the sporting goods store.
- Pair students Tell them to take turns with A and B roles. Monitor while students work and offer support and feedback as needed.
- Have students change roles, so both partners have a chance to practice asking questions and giving advice.

C. Listen

The objective of this part of the lesson is to develop students' listening and speaking skills through engaging, real-life conversational scenarios. These activities enhance comprehension and communication by practicing understanding spoken language, filling in missing information, and performing dialogues, reinforcing vocabulary and grammar in context.

1. Listen to the conversation. Answer the questions.

1) What does the woman want? ___(long sleeved blouse)___
2) What size is she? ___(a small)____
3) How does she pay? _____(Cash)_____

- Say You will listen to a conversation. A woman is shopping and a salesperson is helping her.
- Call on a student to read the questions. Clarify any unfamiliar vocabulary or expressions, for example "What size is she?" means "What size blouse does she wear?"
- Play the audio and have students write their answers to the questions. Then have students compare answers in pairs.



2. Listen to the conversation again. Write one word in each gap.

- Go over the directions and give students time to read the conversation silently. Encourage them to try to recall the missing words.
- Say Now listen and write the missing words.
- Play the audio, pausing as needed to give students time to write.
- Go over the answers with the class. Have students read the lines of the completed conversation. Write the correct answers on the board and have students check/correct answers and spelling as needed.

Salesperson: Can I help you?
Customer: Yes. (1)_____ you (2)_____ any long-sleeved blouses?
Salesperson: Yes, we do. What (3)_____ are you?
Customer: A small.
Salesperson: Here are our new blouses for fall.
Customer: Oh, these are cute! Do you have this in (4)_____?
Salesperson: Yes, here you are.
Customer: Where can I (5)_____ it on?
Salesperson: The (6)_____ rooms are at the back of the store.
Customer: Ok, thanks.
Salesperson: Did you like the blouse?
Customer: Yes, it fit well. How (7)_____ is it?
Salesperson: It's 150 dirhams.
Customer: Okay, I'll take it.
Salesperson: (8)_____ would you like to (9)_____?
Customer: (10)_____, please. Here you go.
Salesperson: Thank you.

3. Practice the conversation with a partner.

- Pair students to practice the conversation. Encourage them to be dramatic and read with expression.
- Have them practice a few times and then stand and act out the scenario in the shop.
- Call on a few pairs to perform the role play for the class.
- Celebrate success and praise students for their cooperation and engagement.

Teaching Tip:
Look Up and Say
When students practice a dialogue, encourage them to try the "Look up and Say" technique. Have them look at their line, remember a small bit of it, and then look up and make eye contact when they speak to their partner. Rather than looking down and reading straight from the book, this strategy helps them internalize useful phrases and gives them practice with eye contact and real-life communication skills.

D. Shopping for Clothes, Shoes, and Accessories

The objective of these activities is to enhance students' listening, reading, and speaking skills by practicing common conversational exchanges that occur when shopping for clothes, shoes, and accessories. The focus is on understanding and using appropriate language in the context of shopping, differentiating between roles (customer and salesperson), and completing dialogues with suitable questions.

1. Match the questions to the answers.

- Go over the directions and call on different students to read aloud the questions and answers.
- Have students complete the task individually or in pairs. Monitor and offer support and feedback as needed.

1) How would you like to pay? _____
2) What size are you? _____
3) Do you have this in green? _____
4) Where can I try this on? _____
5) How much is it? _____
6) Would you like to try that on? _____
7) Is this on sale? _____

- To check answers, call on pairs to read the questions and answers.
- **Answer Key:** 1. D, 2. C, 3. F, 4. E, 5. A, 6. G , 7. B

2. Who says the phrases below? Write C for Customer, or S for Salesperson.

- Go over the directions and call on different students to read aloud the statements and questions.
- Do the exercise with the whole class. Read each statement/question and ask Who says that, the customer or the salesperson?
- Model writing the answer in the book.
- Wrap up by asking students to imagine some possible answers to the questions. Say A customer asks "Do you have this in a larger size?" What do you think the salesperson might say? (Yes, we have it in a large. / No, I'm sorry. We only have small. etc.)
- **Answer Key:** 1. C, 2. C, 3. S, 4. S, 5. C, 6. S, 7. C, 8. S

3. Complete the dialog. Use the questions in the box.

- Go over the directions. Say, Read the questions in the box aloud. You might choose to model the activity and have students repeat.
- Give students time to read the partial conversation. Say Read the conversation and think about which questions fit in each blank.

How would you like to pay?	How do they fit?	Do you have them in blue?
Do you have these in size 43?	Hi, can I help you?	Are they on sale?

Salesperson: _____
Customer: Yes, please. _____
Salesperson: Ah, great sneakers! Yes, here's your size.
Customer: _____
Salesperson: I'm sorry, we only have black or purple.
Customer: Ok, I'll try the purple please.
Salesperson: _____
Customer: They fit well. _____
Salesperson: Let me see... Yes, they're 20% off!
Customer: So 400 dirham. That's great. I'll take them.
Salesperson: _____
Customer: I'll pay by card please.



Useful Language
How would you like to pay?
cash (credit) card



- Have students complete the task individually and then compare answers in pairs. Monitor their work and offer support and feedback as needed.
- **Answer Key:** 1. Hi, can I help you?, 2. Do you have these in size 43? 3. Do you have them in blue?, 4. How do they fit? 5. Are they on sale? 6. How would you like to pay?

E. Speak: Shopping Role Play

- Go over the directions. Give students time to read the role play cards silently.
- Before pairing students, clarify the following:
  - There are two role plays. Each pair should choose one:1) In a shoe store or 2) In a clothing store. You might choose to finish one and go to the next if time permits.
  - One partner uses Role play **Card A** and the other uses **Role Play Card B**.

Role Play 1: In a shoe store

Role Play Card A	Role Play Card B
You are a salesperson at a shoe store. • Offer your customer help. • You have the size your customer needs. • You do not have the color your customer wants. • The shoes cost 500 dirhams. They are not on sale. • Your store takes cash or credit cards.	You are a customer in a shoe store. You want to get some new shoes to wear to your brother's wedding. • Ask the salesperson for your size. • Ask the salesperson for the color you want. • Ask for the price of the shoes. • You want to pay by credit card.

- Pair students and have them choose A and B roles, as well as decide which role play they will do.
- Encourage pairs to write down phrases and expressions they can use in their conversations.
- Depending on students' skill level, you can have them write out the conversation, but ideally, they should try not to read from their script if possible, so that they internalize the phrases and vocabulary.
- If possible, have students do the role play WITHOUT writing it down first, so that they can develop their spontaneous speaking skills.
- Give students plenty of time to practice. Monitor and offer support as needed.

Role Play 2: In a clothing store

Role Play Card A	Role Play Card B
You are a salesperson at a clothing store. • Offer your customer help. • You do not have the customer's size. Offer another similar item. • The item is 50% off. The total cost is 200 dirhams. • Your store takes cash or credit cards.	You are a customer in a clothing store. You want a warm sweater or sweatshirt for the cold weather. • Ask the salesperson for your size. • Ask the salesperson for the color you want. • Ask for the price of the item you choose. Ask if it is on sale. • You want to pay by cash.

- Before asking pairs to perform for the class, combine pairs to form groups of four and have pairs take turns performing for the other pair and giving feedback on volume, eye contact, dramatic expression, etc.
- Call on volunteer pairs to perform their role plays for the class. Say, for more practice of these important role plays, once you're at home, repeat them for fluency.

Variation Idea:
Instead of live, in-class performances, you can allow pairs to choose to record one another's role plays with a video camera or cell phone. Compile the videos and play them for the class.

Lesson 7 The brown coat is warmer than the black

Objectives

Students will...

- Listen for details about items people buy when shopping.
- Describe and compare items when shopping.

Warm up

Role-Play Performance (10 minutes)

- This structured warm up session will ensure that students engage actively in practicing and refining their language skills related to shopping. It also helps students recycle and retain the vocabulary used.
- Have pairs read the role play cards, prepare, and perform their role-plays in front of the class.
- Encourage natural conversation and use of reviewed vocabulary. Do not correct mistakes at this level for time constraints. Keep records of major mistakes.
- Help pairs by providing positive feedback on language use and interaction.
- Offer constructive suggestions for improvement after each performance.
- Recap key points covered during the role-play activity.
- Highlight connections to upcoming activities related to shopping dialogues.
- Transition smoothly to the main lesson activities, reinforcing learning objectives related to buying items and comparing them.

Use these role play cards or create your own:

A: You are in a department store. You are shopping for a gift for your mom for her birthday. You want to get her something fashionable she can wear in summer. You do not have a lot of money so you want to find something on sale. You will pay by cash.

B: You are a salesperson in a department store. Suggest things that your customer can buy. Help the customer find a sale item.

A. Listen

The objective of the following activities is to enhance students' listening comprehension and speaking skills through engaging discussions about shopping, pricing, and value perceptions.

1. Listen and fill in the chart with the information you hear.

- Point out the pictures at the top of the chart and elicit the vocabulary (shoes, earrings, fitted jeans, sunglasses).
- Ask questions to have students make some predictions about what they will hear, for example:
  - Where can you buy (shoes, earrings, etc.)
  - How much do you think these (jeans, sunglasses) cost?
  - What do you think is a cheap / expensive price for these (shoes, jeans)?
- Say Now listen to the conversations. For each item, write where they bought it, how much it cost, and if the person thinks it was cheap or expensive.
- Play the audio, pausing between items for students to complete the chart.

Details	① 	② 	③ 	④ 
Where?				
How much?				
Expensive or cheap?				

- Copy the four-column chart onto the board. Elicit the answers and write them into the correct spaces.
- Have students check/correct their answers as needed.

2. Talk with a partner. What would be a good price for the expensive items?

- Pair students to discuss the prices of the items.
- Ask Do you think the price is cheap or expensive? What do you think is a good price?
- Monitor their discussions and offer support and feedback as needed.
- Elicit students' ideas and lead a whole-class discussion about fair prices. Ask students any of the following:
  - Which stores near you have good prices?
  - Which ones do you think are too expensive?
  - Is it worth it to buy expensive things?
  - Are expensive things always good quality?
  - There is a saying in English, "You get what you pay for." What do you think this means? Do you agree with it?

B. Vocabulary: Adjectives

1. Match the words you know to the pictures. Then listen to check your answers.

- Point out the pictures. Say Look at these examples of clothing you have learned.
- Give students time to look at the pictures and read the vocabulary words silently. Say These are more words we can use to describe clothing.

cheap	cute	large	small	ugly	loose
comfortable	expensive	long	tight	uncomfortable	short



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

- Go over the directions. Highlight that it is okay if students do not know all of the words. They should only use the vocabulary they know and leave the others blank.
- Read the vocabulary in the box aloud and have the class repeat chorally.
- Pair students to complete the matching task. Monitor their work and take note of how much vocabulary students already know.

2. Listen again and repeat.

- Play the audio and have students confirm/correct/complete their answers as needed. Walk around the class and offer support and feedback as needed.
- Say Now listen and repeat. Play the audio again and have students repeat.

Answer Key:

Details	Shoes	earrings	Jeans	Sunglasses
Where?	Dept store	Indoor market	Festival Mall	Souk
How much?	750 Dirhams	15 Dirhams	650 Dirhams	30 Dirhams
Expensive or cheap?	Expensive	cheap	expensive	cheap

C. Read

Read the conversations and answer the questions.

1. At the clothes shop

- Go over the directions. Say A salesperson is helping Badr at the clothes shop.
- Call on a student to read the questions aloud. Then have students read the conversation.
- Have students answer the questions individually and then compare answers in pairs.
- Go over the answers with the class.
- **Answer Key:** 1. new coat, 2. black, 3. less expensive.

1) What does Badr want to buy? _____

2) Does he choose the black one or the brown one? _____

3) Why? _____

2. At the jewelry store

- Go over the directions. Say Madja and Asmae are at the jewelry store.
- Read the two questions aloud. Then have students read the conversation.
- Have students answer the questions individually and then compare answers in pairs.
- Go over the answers with the class.
- You might choose to close the activity by asking a few students to act the conversation out.

1) Which necklace does Majda buy?



2) Which pair of earrings does Majda buy?



D. Grammar in Context

1. Read the conversations again and complete the chart. Then answer the questions.

- Say In this unit, when we use adjectives to compare two things, comparative adjectives.
- Refer students to the grammar chart. Point out the two ways to form comparative adjectives (-er than or more/less __ than).

Adjectives ending with "er"	Adjectives with "more" or "less"
prettier	more expensive

- Refer students back to conversation 1 in Exercise C. Ask What comparative adjectives do you see?
- Copy the two-columned chart onto the board. Elicit prettier, longer and less expensive and have students tell you which column on the board to write them in.
- Have students work individually to answer questions 1-3 in SB (i.e. short and long adjectives activity).
- Have students compare answers in pairs and then work together to answer the three questions.
- Go over the answers with the class. Be inclusive ! ask different students to participate

2. Read and clap out the examples in the grammar box about comparatives.

- Go over the information in the grammar chart.
- Demonstrate saying the adjectives in the chart and clapping the syllables. Have students repeat after you.

3. Complete the sentences.

- Go over the directions and do the first item with the class as an example.
- Have students complete the exercise individually and then compare answers in pairs.
- Go over the answers with the class.
- If time allows, have students practice comparing various items they have with them, or other items in the classroom or school.

E. Speak

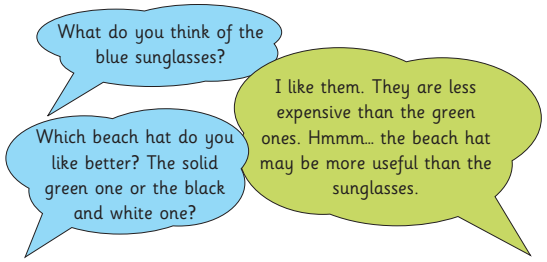
The objective of this activity is to enhance students' vocabulary, speaking, listening, reading, and writing skills while fostering critical thinking, creativity, and practical application of learned concepts through interactive and real-world contexts.

1. Work in pairs. You are shopping for gifts. Talk about the items and decide what to buy. Use the adjective box to help you, as well as other words you know.

- Go over the directions and call on students to read the two scenarios, as well as the model conversation.
- There are two situations (A and B). Divide all the class into two groups. The first group choses situation A, the second chooses the B situation.
- Pair students within each of the 2 groups and give them time to prepare their discussions.
- Encourage them to look back at the unit vocabulary and grammar and write down words and phrases they can use in their conversations.
- Monitor during the pairwork and offer support as needed.

Vocabulary Reminder!

big	healthy	fashionable	pretty
small	useful	warm	tight
large	comfortable	long	loose / baggy
expensive	fun	short	bright
cheap	cool	ugly	dark



- Before asking pairs to share their decisions, combine pairs and have them share in small groups of 4-6 students.

2. Share your decisions with your classmates.

- Close by calling on volunteer pairs to share their decisions and explain their reasons for their choices.
- You might ask students to draw the gifts they want to buy for their friend's birthday. This is a UDL practice too.

Lesson 8 Unit Test, Task, & Self-Assessment

Objectives

Students will...

- Complete a unit test that evaluates students' proficiency in listening, vocabulary, grammar and reading skills related to the unit topics.
- complete a culminating task to apply and demonstrate what they have learned in the unit.
- Complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 1 Test

Note: At the culmination of each unit, there is a strong emphasis on evaluating students' proficiency in both listening and reading skills. These assessments play a pivotal role in gauging their comprehension and communication based on the application of the materials covered. Additionally, the test helps students demonstrate their command of grammar and vocabulary which students need to effectively communicate.

- *Listening*
- *Grammar and Vocabulary*
- *Reading*

Listening

Listen and choose the correct answer.

Answer key:

1. C
2. C
3. A
4. C
5. B

Grammar and Vocabulary

A. Complete the conversation. Use the words in the box.

Answer Key:

(6) help

(7) medium

(8) try

(9) thank

(10) fit

(11) smaller

B. Complete the sentences with the comparative form of the adjective.

Answer Key:

12. taller
13. More expensive
14. better
15. more comfortable

Reading

Read the advertisements and the sentences about what people want to buy. Write the letter of the shop that each person should go to.

Answer Key :

16. E (Clothes for All Shop)
17. B (City Sports Shop)
18. A (Best Accessory Shop) or C (Top Jewelry & More)
19. D (Modern Electronics)
20. E (Clothes for All Shop)

My Score: _____ / out of 20 = _____%

Unit 5 Task - Choose One!

- Review each option and rubric. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Students can work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.

Option 1: Design an Outfit to Wear



By the end of this activity, students will be able to design an appropriate outfit for a specific event, articulate their choices through a descriptive paragraph, and engage in discussions to justify their fashion decisions based on event appropriateness and personal style.

The detailed steps below might be helpful:

- Begin by introducing the activity and its objectives. Explain that students will be designing an outfit for a specific event.
- Have students choose from a list of events such as a wedding, party, concert, or sporting event. Ensure they understand the context of each event type.
- Ask students to draw a picture of the outfit they would wear to the chosen event. Encourage creativity.
- Guide students to write a paragraph describing their outfit. The paragraph should include:
- Description of the outfit's components (clothing items, accessories).
- Explanation of why this outfit is suitable for the chosen event (e.g., comfort, style, appropriateness).
- Pair students up to share their drawings and paragraphs with each other. Encourage them to discuss why they chose certain elements for their outfit and how it fits the event.
- Lead a class discussion where a few students can share their designs and explanations with the whole

group. Discuss similarities and differences in outfit choices.

- Conclude by asking students to reflect on what they've learned about dressing appropriately for different events.

These steps will help students engage creatively with the task while practicing descriptive writing and critical thinking about event-appropriate attire.

Option 2: Presentation about what to Bring on Vacation

Students will prepare, create and deliver a presentation describing a chosen vacation destination, including creating a packing list with reasons for each item.



- Instruct students to select a specific vacation they would like to go on (e.g., a trip to the beach, a weekend in the mountains, or a city visit).
- Ask students to imagine they are packing for this trip and to create a list of items they would need to take with them.
- Each item on the list should be justified with a reason (e.g., «I'm going to pack my sunglasses because it's going to be sunny»).
- Guide students to prepare a short presentation about their chosen vacation destination.
- They should include details such as the location, activities they plan to do, and why they chose this destination.
- Help students for clarity, organization, and creativity in presenting their vacation plans and packing lists.
- Encourage students to deliver their presentations to the class.
- Provide constructive feedback focusing on both content and delivery.
- Facilitate a class discussion where students can compare and discuss different vacation ideas and packing strategies.

Option 3: Celebration Fashion

Students will research traditional clothing and accessories worn during a chosen celebration from Morocco or another country, create a poster or PowerPoint presentation with images and descriptions, and display their work in the classroom or school to educate others about cultural celebrations and attire.



- Let students choose a celebration from Morocco or another country. Examples could include Eid al-Fitr, Carnival, or any local festival.
- Encourage students to research the traditional clothing worn during the chosen celebration. They can look for images, descriptions, and cultural significance.
- Provide materials for creating a physical poster. Students can print pictures of the clothing and accessories and write descriptions underneath each picture.

- If using PowerPoint, guide students to create slides with images and descriptions. Emphasize clear, concise writing to describe each item.
- Have students present their posters or PowerPoint slides to the class. This could include explaining the significance of each piece of clothing or accessory.
- Hang the posters or display the PowerPoint slides in the classroom or school hallway. This allows other students and teachers to learn about different cultural celebrations.

Variation Idea:
Assign the tasks and pairs/groups (if working together) instead of giving students a choice. This way, students at a lower language proficiency level would work on an option that can help them feel successful. Ensure gender and disability inclusion in group assignments.

Unit 5 - Self Assessment

- Point out the charts and how to do the self-assessment.
- Review the things in the chart. Say, These are the things we learned. Think about the unit. How do you feel? What do you do well? What do you need to practice more?
- Give students time to do the Self-assessment. Answer any questions they may have about the language.

Unit 5: Those are cool shoes!

AUDIO SCRIPTS

SPOTLIGHT

Narrator: Spotlight. Listen to check your answers.

Narrator: 1/D

Piretta: Hi. I'm Piretta. I'm Gambian. I live in a suburb of Banjul City. I love fashion. In the future, I'm going to be a fashion designer. My grandmother taught me how to make my own clothes. I made this dress last week. What do you think of my style?

Narrator: 2/B

Jai: Hello. I'm Jai. I'm from Colorado in the US. I live near the mountains, and I often go snowboarding. I always wear a warm coat and gloves. I have special snow pants to stay dry and nice wool socks to keep my feet warm.

Narrator: 3/A

Lily: Hi. I'm Lily. I'm Malaysian but I live in the center of Paris. I enjoy skateboarding. I usually wear a cap, sweatshirt, and comfortable pants. I bought these cool black pants yesterday. Do you like them?

Narrator: 4/C

Salim: Hi. My name's Salim. I'm Moroccan. I'm into bike riding around Ain Diab Beach near Casablanca. It's hot so I usually wear a short-sleeved shirt and shorts. My brother gave me this awesome shirt for my birthday. I love it!

Lesson 1: I'm going to buy baggy jeans!

A. Vocabulary: Clothing

Exercise A2a

Narrator: Listen to check your answers.

10 shirt
16 blouse
12 T-shirt
13 sweater
9 hoodie
14 pants / trousers
7 jeans
11 shorts
6 skirt
15 dress
3 jacket
1 coat
2 smock
8 pajamas
4 shoes
5 trainers / sneakers

Exercise A2b

Narrator: Now listen again and repeat.

See Exercise A2a above. The recording includes pauses to allow students time to repeat.

D. Grammar in Context

Exercise D3

Narrator: Listen to check your answers.

1

Fathia: What are you wearing to the class party tomorrow?

Widad: I am wearing my new jean jacket. How about you?

2

Fashion journalist: What do teens usually wear to school when it is cool outside?

Said: My friends and I often wear a sweatshirt and a jacket on cool days.

3

Maria: Is he wearing jeans and brown shoes in the picture?

Walid: No, he is wearing black shoes.

4

Mariam: Do you see Riham and Olivia?

Salim: Yes, they are over there. Riham is wearing a white T-shirt and Olivia has on a yellow T-shirt.

Mariam: Oh, I see them now. Thanks!

Lesson 2 She has on sunglasses.

A. Sign along!

Exercise A(1)

Narrator: Listen to the song. Clap, snap, and sing along.

Let's sing a song about the things we wear,
From hats to shoes, they show we care.
Shirts, pants, and socks, we wear every day,
Hats on your head, keep the sun away.
Scarves keep you warm, watches keep time,
They add style, they make you shine.
Umbrellas in the rain keep you super dry
A backpack on your back holds supplies.
Sunglasses make your eyes happy in the sun,
Every day is so much fun!

B. Vocabulary: Accessories

Exercise B1

Narrator: Look at the pictures. Listen and point.

hat
scarf
gloves
earmuffs

socks
head scarf
headband
watch
purse / handbag
belt
earrings
necklace
bracelet
ring
glasses
sunglasses

Exercise B2

Narrator: Listen again and repeat.

See Exercise B1. The recording includes pauses to allow students time to repeat.

D. Listen

Narrator: Listen to the conversations. Circle the things the speakers will buy.

1.

A: Let's go in that store. It's cold so I need to buy a scarf.

B: Sounds good. They have gloves there, too. I want to some gloves.

2.

A: Do you want to go to the beach next weekend?

B: Sure! I want to buy a hat though. It's going to be really sunny.

A: Good idea. I need to buy some sunglasses.

3.

A: It's my mom's birthday next week.

B: What gift are you going to get her?

A: Well, she needs new socks. But that's boring. I am going to buy a pretty necklace for her!

B: That's a good idea.

4.

A: I need to buy new shoes. My shoes are old.

B: I want to buy some socks. Let's go to Shoe World together.

A: Good idea.

5.

A: Sam is going on a trip next week.

B: Does he need to buy anything?

A: Yes, it will be very cold so he needs a scarf and earmuffs. He also needs a new belt. His old one is too small.

B: Does he need a coat?

A: He got a coat last week.

Lesson 3: DEAR: Drop Everything and Read

B. Listen

Narrator: Listen to the story. Were your guesses correct?

Omar's Lesson

Omar LOVED his blue sweatshirt. His Aunt Hassna gave it to him when he was 10 years old and Omar wore it EVERYWHERE!

He wore it to school. He wore it to the park. He wore it to volleyball practice. He even wore it to bed! He and his favorite blue sweatshirt went everywhere together! He loved it! But as Omar grew, his blue sweatshirt got too small for him!

One day, Omar couldn't find his favorite blue sweatshirt. He looked under the bed. He looked in his closet. He looked and looked but he couldn't find it. Then, as he passed by his little sister's bedroom, Omar saw Kawtar wearing it.

Omar shouted, "Mom! Kawtar is wearing my favorite blue sweatshirt!"

His mother rushed in. "Omar, I know you love your blue sweatshirt, but it's too small for you. It's time to hand it down to Kawtar."

Omar looked from his sister to his mother. "But it's my FAVORITE!" He ran back to his room and cried and cried.

A little while later, Aunt Hassna came into Omar's room. She sat on his bed. Omar looked up at his aunt and said, "Did you hear about my favorite blue sweatshirt? Mom gave it to Kawtar! It's not fair," he cried.

Aunt Hassna said, "I know it's hard to give up things we love. But, just like Said gave it to you, now it is time for you to give it to Kawtar." Omar looked up. Said was his favorite cousin, Aunt Hassna's son.

Omar looked surprised. Aunt Hassna said, "Your favorite blue sweatshirt was Said's favorite blue sweatshirt first! Now it's time for Kawtar to love it." Omar smiled. He finally understood that his favorite blue sweatshirt was a hand-me-down.

When Omar joined his family for dinner, Kawtar was sitting at the table wearing the blue sweatshirt. Omar kissed Kawtar on the head and sat down next to her. He was wearing a bright yellow sweatshirt.

Then Omar made an announcement, "My new favorite color is yellow!"

Narrator: Read the story while you listen.

See Exercise B.

Lesson 4: I'm wearing a long, red dress to the party.

A. Vocabulary: Adjectives

Exercise A1a

Narrator: Look at the pictures. Listen and point.

Types of Clothes

a long skirt

a short skirt

a long-sleeved shirt

a short-sleeved shirt

a sleeveless T-shirt
a sleeveless dress
baggy/loose trousers
fitted jeans
formal clothes
casual clothes
Patterns
solid
striped
flowered / floral

Exercise A1b

Narrator: Now listen and repeat.

See Exercise A1a. This recording includes pauses to allow students time to repeat.

Lesson 5: Global Citizenship & Fun Review

B. Read

Help Stop Climate Change & Have Fun with Upcycling!

Turn Old T-shirts into Trendy Bags! Sarah is a creative girl with a passion for fashion. While looking at her old T-shirts, she had an amazing idea! Why not turn them into vibrant, eco-friendly bags? Each bag told a story, with memories of concerts, vacations, and school events. Word spread quickly and Sarah's trendy creations became famous among her friends.

From Trash to Planters! Hamza, a young boy from Chefchaoun, noticed that old tires were littering the streets. He started gathering them. With a paintbrush and some soil, he transformed the tires into charming planters. Each tire became a home for a bright flower or a beautiful plant. Now the new planters bring life to Chefchaoun's street corners.

Build a Birdhouse from a Milk Carton! Mia loved to watch the birds singing outside her window. One very cold day, she decided to help them find shelter. With a dozen empty milk cartons and a pair of scissors, she set to work. Carefully cutting, painting, and decorating each carton, she turned them into cozy birdhouses. Mia's act of kindness turned her garden into a haven for her feathered friends!

Lesson 6: Do you have these shoes in blue?

A. Vocabulary: Types of Shops

Exercise A1a

Narrator: Look at the pictures, listen, and point.

shopping mall
department store

clothes shop
sporting goods store
outdoor market / souq
electronics store
jewelry store
shoe store
accessory store
Exercise A1a

Narrator: Now listen again and repeat.

See Exercise A1a. This recording includes pauses to allow students time to repeat.

C. Listen

Exercise C1

Narrator: Listen to the conversation. Answer the questions.

Salesperson: Can I help you?
Customer: Yes. Do you have any long-sleeved blouses?
Salesperson: Yes, we do. What size are you?
Customer: A small.
Salesperson: Here are our new blouses for fall.
Customer: Oh, these are cute! Do you have this in green?
Salesperson: Yes, here you are.
Customer: Where can I try it on?
Salesperson: The changing rooms are at the back of the store.
Customer: Ok, thanks.
Salesperson: Did you like the blouse?
Customer: Yes, it fit well. How much is it?
Salesperson: It's $25.
Customer: Okay, I'll take it.
Salesperson: How would you like to pay?
Customer: Cash, please. Here you go.
Salesperson: Thank you.

Exercise C2

Narrator: Listen to the conversation again. Write one word in each gap.

See Exercise C1.

Lesson 7: The brown coat is warmer than the black one.

A. Listen

Narrator: Listen and fill in the chart with the information you hear.

1.

A: Oh, those are cute shoes. Where did you buy them?
B: I bought them at the department store. They have a lot of different colors there.
A: How much were they?
B: They were about 750 dirham.

A: That's expensive!

B: I know. But my feet are big and it is hard to find my size!

2.

A: Do you like my new earrings?

B: I love them! Where did you get them?

A: I got them in the outdoor market.

B: How much were they?

A: Only 15 dirham.

B: Wow, that's cheap!

3.

A: I love your jeans! They're so cool.

B: Thanks. I got them at the mall.

A: Which mall?

B: Festival Mall.

A: How much were they?

B: They were 650 dirham.

A: That's expensive!

B: I know. I got them for my birthday.

4.

A: Are those new sunglasses?

B: They are! I got them at the souk!

A: Wow! They're really cool. I love them.

B: Thanks. And they were only 30 dirham.

A: Awesome - so cheap!

B. Vocabulary: Adjectives

Exercise B2

Narrator: Listen and check your answers.

1 cheap

2 expensive

3 small

4 large

5 short

6 long

7 comfortable

8 uncomfortable

9 tight

10 loose

11 cute

12 ugly

Exercise B3

Narrator: Listen again and repeat.

See Exercise B2. This recording includes pauses to allow students time to repeat.

Lesson 8: Unit Test, Task & Self Assessment

LISTENING

Narrator: Listen and choose the correct answer.

1. What is Yasmine going to wear to the party?

Yasmine: Hi, Widad.

Widad: Hi, Yasmine. How are you? Great. Widad, are you going to Mariam's birthday party this weekend?

Yasmine: Yes, I am. But I don't know what to wear.

Widad: Oh, I just decided on my outfit. I'm wearing a long skirt. I think it will be hot this weekend, so I'm also wearing a sleeveless T-shirt.

Yasmine: Sounds good. I'll wear something casual too. But I don't like skirts so I'm going to wear baggy pants and a short-sleeved blouse.

2. What do students need to wear on the school trip?

Teacher: Ok class, listen up. Remember we have our class trip to the mountains tomorrow. It will be hot in the morning and cold in the afternoon. So, wear a short-sleeved T-shirt but also bring a jacket. Also, we will do a lot of walking so everyone should wear sneakers. Please do not wear shorts. There are many mosquitos, so pants are safer.

3. Where is the boy going to go to buy his mom's gift?

Boy: I want to get a birthday gift for my mom. Do you have any suggestions?

Girl: Oh, you should try the souk. It's open on Saturday and Sunday mornings and they have a lot of cute accessories. I love the earrings there.

Boy: I got my mom earrings last year.

Girl: Hmmm... the new department store on Mohamed the Fifth Street has many kinds of perfume. And they also have cool handbags.

Boy: Oh, great ideas. I'll go there.

4. How will the woman pay?

Salesperson: Ok, so that will be a coat, sweater, and a belt. Do you need anything else?

Customer: No, thank you.

Salesperson: Ok, that will be 700 dirhams.

Customer: How would you like to pay?

Salesperson: Cash please.

5. Which hat will they buy for their father?

Girl: Which hat should we get for dad?

Boy: The striped one is more expensive than the solid white one. But dad likes patterns.

Girl: Yes. Oh look, how about this blue jean hat?

Boy: No, dad won't like that. It's a lot smaller than the striped one.

Girl: Ok, let's get it. He'll like it best.

Unit 6: I love Morocco!

Theme: This unit is about local and global locations and geographical features in our world.

Unit Overview

This unit is about local and global locations. Students will learn more nationalities and how to talk about cities and where people live. They will also learn various places around town and how to describe where they are located. In addition, students will identify, write and talk about geographical features in different places. In Lesson 3 (DEAR), students will read a story about being open to change and in Lesson 5 (Global Citizens), they will learn about road safety. The unit tasks include creating a dream town, giving a presentation about a geographic place and surveying students about road safety.

Learning Objectives Students will ...

1. Understand, speak, and write about the country and nationality of people.
2. Ask for and give the locations of common places in a town. (Where is the pharmacy? It's across from the bakery.)
2. Describe the geographic features of different places. (Legzira Beach is on the Atlantic Ocean.)
3. Use the present simple, present continuous, and be going to verb forms to speak and write about people's routines, present activities, and future plans. (She takes the bus to town every weekend. She is riding on the bus now. She is going to visit to her friend this afternoon.)
4. Compare three or more places, things, or people. (Bin El Ouidane is the largest lake in Morocco.)
5. Ask and answer questions about temperature, distance, length, etc. (How cold does it get in Marrakech? How long is the Draa River?).
6. Read for pleasure and retell the main events in a story.
7. Read independently at home and track my progress.
8. Identify good road safety habits.



SPOTLIGHT:
1. Listen and draw a line to the speakers' countries.
2. Listen again and complete the missing information.

Lesson 1: Where do you live?

Countries and Nationalities

- Countries (Canada, England, Russia, Brazil, France, Senegal, Iraq, China, etc.)
- Nationalities (Canadian, English, Russian, Brazilian, French, Senegalese, Iraqi, Chinese)
- Places we live (countryside, suburbs, downtown, city, town, village, etc.)

Lesson 2: I'm going to go downtown.

Places around town

- Places (bookstore, bank, mosque, restaurant, grocery store, hotel, etc.)
- Grammar: review of present simple, present continuous, future (be + going to + verb)

Lesson 3: Drop Everything and Read

Read for pleasure and respond

- fictional story about embracing change

Lesson 4: The café is next to the library.

Location of places

- Locations of places (across from, on, next to, to the right of, behind, etc.)
- Ask and tell about the location of places: Is there a bus station near here? / Yes, it's across from the school.

Lesson 5: Global Citizenship and Fun Review

Read and discuss road safety

- Discuss road safety tips
- Take the "safe pedestrian license" quiz
- Review unit vocabulary with two games

Lesson 6: How long is the Draa River?

Geographical features

- geographical features (valley, forest, oasis, lake, beach, desert, etc.)
- talk about regional geographical features (There is a beautiful lake near me.)
- Grammar: Questions with How (How cold is Boulmane in the winter? How far is Guelmim from Assa? How long is the Moroccan coast?)

Lesson 7: It's the biggest lake in the country!

Comparisons

- Grammar: superlatives (biggest, highest, largest, most exciting, most amazing, etc.)
- compare and describe different places (The Nile River is longer than the Draa River. Mount Everest is the highest mountain in the world.)

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 6 Test
- Unit 6 Task-Choose one!
- Unit 6 Self-Assessment

UNIT 6: I love Morocco!

Warm up

The objective of this activity is about identifying places on a map and understanding geographical features.

- Greet students warmly and capture their attention.
- Say, This unit focuses on exploring places around us. We'll learn how to describe places in our country (or town) and around the world.
- Emphasize the importance of understanding both local and global geography.
- Briefly discuss why geographical features and knowing about places are significant in understanding our environment and world.
- Display a map of the world to the students. Ask, Show me Africa on the map. Then, point to Morocco, along with other countries in Africa on the map and elicit answers.
- Show a globe that highlights features like rivers and mountains.
- Prompt the students with questions like, "What are these?" to introduce the concept of geographical features.
- Utilize a computer or tablet to show Africa and Morocco on an online map if available.
- Reinforce, This unit will help us discuss places locally and globally.

SPOTLIGHT

The objective of this spotlight activity is to orient students to the unit theme. Students will practice listening comprehension skills, fill in missing information from audio profiles, and create their own personal profiles using provided examples, fostering active engagement with the material. This approach integrates Universal Design for Learning (UDL) principles.

1. Listen and draw a line to the speakers' countries.

- Point out the five student names (Naima, Ousmane, Harouna, Aissata, Malindi) and their profile with missing information.
- Say, Listen and draw a line to the speaker's country.
- Play the audio. Stop after each person to give students time to draw a line from the person to the country.



2. Listen again and complete the missing information.

- Say, Now, listen again and complete the missing information. Say, Let's do the first one together.
- Play the audio and stop after the first person. Say, Where is Naima from? (Morocco) What's her hometown? (Meknes) What does she enjoy doing? (hiking in the mountains with her family)
- Continue playing the audio. Stop after each person to give time for students to write their answers.
- Pair students. Pairs compare their answers. Then, check the answers by asking different students to share their answers. Say, What nationality is Ousmane? Where is he from? Etc.

3. How about you? Fill in the blanks about yourself.

- Point out part 3 and the blank profile chart. Say, Write your profile. Complete the blanks. Use the profiles above to help you.
- Give students time, then pair students. Say, Share your profile with your partner.
- Monitor their pairwork. Ask a few students to share their likes.

Name: _____
Nationality: _____
Hometown: _____
Likes: _____

Lesson 1 Where do you live?

Objectives

Students will...

- Speak about countries, nationalities and cities around the world.
- Listen for details about the places people live.

A. Vocabulary: Countries and Nationalities

1. Study the language box. Complete the sentences with a form of the verb be and a nationality.

- Point out the two boxes (nationalities, review of be contractions). Go through the list of nationalities and ask, Do you know the countries for each of these nationalities? Elicit the countries for each one and write them on the board. (Brazilian-Brazil) Ask, What do you notice about each one? (The country is often within the nationality word)

Useful Language: Contractions

I am	=	I'm
You are	=	You're
He is	=	He's
She is	=	She's
We are	=	We're
They are	=	They're

Brazilian	**German**	**Spanish**
Canadian	**Iraqi**	**Senegalese**
Chinese	**Pakistani**	**Tunisian**
English	**Palestinian**	**Turkish**
French	**Russian**	

- Point out the pictures and blanks in the profiles. Say, Let's do the first one together. Alana is from Canada. What nationality is she? (Canadian)
- Give students time to do the rest on their own then compare with a partner.

2. Now, listen and check your answers.

- Say, Now listen and check your answers. Play the audio.
- Say, I'm going to play it again. Listen and say the countries and nationalities.
- Play the audio. Elicit a choral response of the words.
- Close with practicing the pronunciation of the contractions in the language box. Say, Repeat after me. Then read the words in the box. (I am, I'm. You are. You're. Etc.)

Variation Idea:
Have students practice the contractions. Say a subject pronoun with the form of be aloud and have the students either write the contraction or say it aloud. Mix them up and increase your speed to help the students think of them automatically.

I am (I'm) You are (You're) He is (He's) She is (She's) We are (We're) They are (They're)

Teaching Tip:
Choral repetition drills are helpful for pronunciation and grammatical practice. It gives the students an opportunity to say them aloud in a controlled setting which will give them the confidence to use the grammar or words in a more open-ended activity.

B. Write

The objective of these activities is to help students recognize and categorize different nationality endings and expand their vocabulary by identifying additional nationalities.

1. Notice the different endings of the nationalities in Exercise A. Write them in the chart.

- Say, Look at the different nationalities in the box in Exercise A. What do you notice? (There are different endings–an/-ian; -ish; -ese) Point out the Rare Forms box. Say, Some nationalities have an irregular spelling. Like French and Dutch.

Notice Rare Forms!
France - French
Holland - Dutch

- Say, Let's categorize the nationalities from Exercise A in the box. Do the first few together. (Canadian/-ian; British/-ish) then have students complete the rest on their own.
- Review the rules and the pictures that show how the game is played. Say, Let's do a few.
- After the designated time, recreate the chart on the board and have students write their answers in the chart.

2. Work with a partner. Add two or more nationalities to each column in the table above.

- Say, Let's think of other nationalities that are not on our list. Pair students. Say, Write two or more nationalities to each column.
- Give students time to research and write their nationalities in the chart. Then, review their lists. Have them add them to the chart on the board.

Teaching Tip:
Give students opportunities to come to the board to write their answers. This gives students a chance to practice writing, but also hold them accountable for paying attention in class. Choose random students so all students know to be ready. If a student makes a mistake or doesn't know the answer, have his/her classmates help them in an encouraging way.

C. Listen

Listen and circle the correct answers.

The objective of this activity is to improve students' listening comprehension skills by identifying nationalities based on spoken conversations.

1. What is Anas's nationality?
Egyptian Moroccan Tunisian
2. What is the nationality of the bag?
Zambian Moroccan Senegalese
3. What's the footballer's nationality?
Spanish Nigerian Italian
4. What is the speaker's nationality?
Canadian Gabonese Brazilian



- Point out the flags above each person in the illustration. Say, Listen to the conversations. Circle the correct nationality.
- Demonstrate how to do the exercise by doing the first item with the class. Play the audio and stop after the first conversation. Ask, What nationality is Anas? (Egyptian.) Where does he live now? (Morocco)
- Continue playing the rest of the audio. Stop after each conversation to give students time to circle their answers.
- Replay the audio entirely for students to check their answers.
- Say, I'm going to play it again. Check your answers.
- Have pairs compare their answers then review with the class by having different students say the nationality of each person. Write sentence frames on the board. _____ is _____. He/She is from _____.

D. Vocabulary: Places We Live

The objective of this activity is to enhance students' understanding and usage of vocabulary related to different places we live, improving their listening comprehension and speaking skills.

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

- Point out the sentences and the pictures(1-6).
- Say, Match the sentences to the pictures. Let's do the first one together. Which picture is the countryside? (2) Let's write A next to the number 2 picture.
- Give students time to finish the rest on their own and check with a partner. Then, review the answers with the class.
- Say the location words and have students repeat.

A. I live in the Italian **countryside**.
B. My grandparents live in the **suburbs** of Paris.
C. There are many shops **downtown**.
D. Abu Dhabi is a big **city**.
E. This is a small **town** in Russia.
F. This is our **village** in Senegal.


1. ____


2. ____


3. ____

2. Listen to check your answers.

- Tell students to listen to the recording to check their answers.
- Play the audio once without interruption.
- Review the correct answers as a class.

3. Listen again and repeat the the bold words in Exercise 1.

- Tell students to listen and focus on the bold words.
- Play the audio, and have students repeat the bold words aloud.
- Encourage students to practice with a partner.

E. Listen

This activity aims to develop students' ability to listen attentively, comprehend spoken content, and verify their understanding through discussion and reflection.



1. Listen to the conversation. Circle the right answer.

- Say, Listen to the conversation. Circle the correct answer.
- Play the audio. Ask, What are Lin and Fathia talking about? (hometowns)

2. Listen to the conversation again. Write (T) for true and (F) for false.

- Point out and read the sentences. Say, I'm going to play it again. Write T for True and F for False.
- Replay the audio and give students time to write T or F.
- **Answer Key:** 1. T, 2. T, 3. F, 4. F, 5. F

3. Check your answers with a partner.

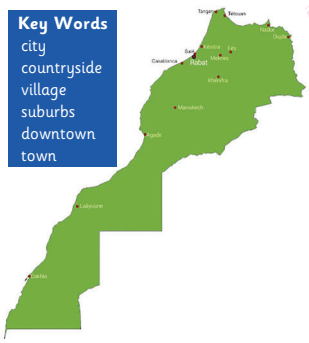
- Have pairs compare their answers then review with the class by having different students say their answer. If the answer is false, elicit how to make it correct.

Teaching Tip:
There are different ways to practice listening. Top-down listening and bottom-up listening. Top-down listening practice helps students listen for the general meaning of what they hear. Practicing this skill shows. That students can get the general idea without understanding every word. Bottom-up listening is geared to having students listen for details and specific information. It's important to give students multiple opportunities to listen, each time with a different task or purpose. These tasks help students remain attentive while listening and develop essential strategies for improving listening skills.

F. Write

Use the words below to write about places in Morocco.

- Point out the sentences and the examples. Say, Use the words from Exercise D to write about places in Morocco.



Key Words
city
countryside
village
suburbs
downtown
town

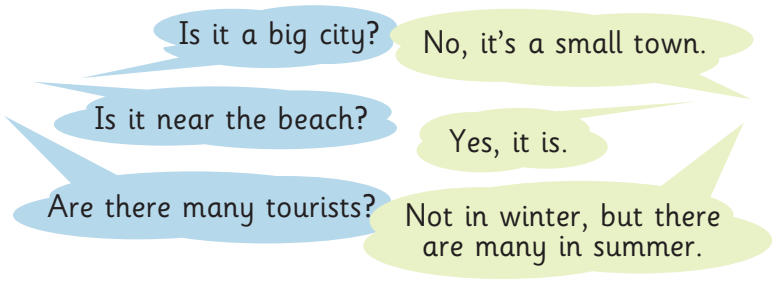
1. Casablanca is a very big city.
2. In spring, the countryside looks beautiful in Imouzzer.
3. My hometown_____
4. In winter, _____
5. _____
6. _____

- Give a few more examples of your own. Write them on the board.
- Then give students time to write their sentences. Walk around and monitor their work.
- Pair students to compare their sentences, then have different students write their sentences on the board.
- Close with a discussion about the beauty of Morocco's countryside and villages and the diversity in Morocco's cities and towns.

G. Guessing Game

Think of a Moroccan city or town you visited or want to visit. Your partner will ask questions to guess the place. Take turns.

This game is designed to help students be able to ask descriptive questions and use their knowledge to guess Moroccan cities and towns.



- Ask students to pick a Moroccan city or town they've been to or dream of visiting. Say, Keep it a secret!
- **Say**, your partner will try to guess your **secret place** by asking questions. Model the questions. The better the questions, the faster they'll crack the code!
- Say, once your partner guesses your place, it's your turn to be the detective! Pick a new Moroccan city or town and see if you could ask your partner clever questions.
- Pair up students or let them choose the partner to play with. Say, Take turns thinking of a place and guessing.
- Keep an eye on everyone's playing the game! Say, ask and answer questions.
- Say, ready for the final test? A few students pick secret Moroccan places, and the whole class will work together to guess them!
- Once everyone's had a chance to practice (inclusivity), celebrate their awesome questioning skills and how well they worked together! Say, You can practice at home by playing this guessing game with friends (on the way to school) or family, choosing cities from anywhere in the world!

Lesson 2 I'm going to go downtown.

Objectives

Students will...

- Read about people's activities for main ideas and specific information.
- talk about places they go and activities they do there.

Warm up

- Practice the place vocabulary from Lesson 1. Ask students to give you all the place words they learned in Lesson 1. Write them on the board. (countryside, suburbs, downtown, city, town, village)
- Show pictures or write names of places around Morocco to help them practice the place vocabulary. For example, say, Is Rabat a city or a town? Where can you find countryside in Morocco? What's the name of a village in Morocco?
- Discuss places they know using the vocabulary from Lesson 1.

A. Vocabulary: Places around Town

The objective of these two interrelated activities is to reinforce students' understanding of new vocabulary for common places around town. They will achieve this by first identifying and labeling these places on a map, and then by listening to and repeating the words.

bookstore	restaurant	the mall	pharmacy	cinema
bank	grocery store	hospital	museum	hotel
mosque	train station	bus stop	cafe	bus station



1. Work with a partner. Label the places on the map that you know.

- Point out the picture of the town and read the words in the box. Say, Write the words next to the pictures.
- Give students time to write the words they know.
- Go around to help students focus both on the word bank and pictures. If students do not know, that is okay. Tell them to skip it and we will get the new words in the next task.

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

- After students have labeled the picture they know, say, Now, listen and check your answers.
- Play the audio. Stop after each one for students to check their answers. Then, play the audio again and have students repeat the words.
- Close the activity by asking, What places are near our school? Write the following sentence frame on the board: There is a _____ near our school.

B. Listen

1. Look at the map in Exercise A again. Listen and circle the places you hear in the conversations.

- Point out the map of the town in Exercise A. Say, Listen to the conversations. Circle the places they talk about on the map.
- Play the audio. At the end of the first conversation, say, Which place did you hear? (bookstore) Find the bookstore on the map and circle it.
- Play the rest of the audio. Have students circle the places they hear. Then, have them check their answers with a partner. Review the answers with the class.

2. Listen again. What do the speakers want to buy in the places they go? Write only ONE word.

1. a _____ 2. a _____ 3. new _____

- Say, Listen again to the first three conversations. What do the speakers want to get in the places they go? Write one word.
- Do the first one together. Play the audio. At the end of the first conversation, say, What does the speaker want to get? (a book for the science report) Say, Let's write book.
- Play the rest of the audio. Then, have students check their answers with a partner. Review the answers with the class.

C. Write

Complete the sentences with words from the list.

- Point out sentences and the bulleted list. Say, Write the word on the blanks. Let's do the first one together.
- Read the first sentence and elicit the answer. (pharmacy)
- Give students time to finish the rest of the items. Then pair students and have them compare their answers.
- Review the answers with the class.
- You might want to practice the pronunciation of these words with your students.
- **Answer Key:** 1. pharmacy, 2. the grocery store, 3. mall, 4. hospital, 5. museum, 6. restaurant

D. Read

1. Read the text. Answer the questions.

- Point out the text All About Malika and the questions. Point out the Real World English box and review the terms. Discuss other examples of errands and which ones they do for their family.
- Give students time to read the text on their own and answer the questions in part 1 of the exercise. Then, review the answers.

Real World English

run errands = go out to do things you need to do. For example, shop for food, go to the bank, get a monthly train pass.

take the bus/train: to get in a bus or train to go somewhere

2. Read the text again. Circle the correct answer.

- Point out the next set of questions. Say, Read again and circle the correct answer. Do the first one together. Ask, Does Malika live downtown or in the suburbs? Give students time to locate the answer in the text (suburbs) and circle it.
- Give students time to finish circling the answers then pair students. Say, Compare your answers.
- Review the answers by having different students read the sentences aloud. Write the answers on the board.
- **Answer Key :** 1. Downtown, 2. Quiet, 3. her apartment, 4. staying at home, 5. doing chores, 6. this Sunday.

3. Answer these questions.

- Point out the last set of questions. Say, Read and answer the questions.
- Give students time to write their answers and compare with a partner. Then, ask different students to read their answers and show where in the text they found the answers.
- **Answer Key:** 1. by bus, 2. to the bakery.

E. Grammar in Context

1. Complete the table with information from the text in Exercise D

- Elicit the difference between the three sentences:
  1. I usually do my homework before going to bed.
  2. I am learning English at the moment / now.
  3. I am going to travel next week.
- Elicit the difference between the three sentences and how we form sentences in the simple present simple (with habits/ chores). Elicit from students other example with always, sometimes, never, etc. Ask, What do you do in your free time? How often do you play tennis? Write one good example on the board.
- Ask students, What are you doing now (at present, at the very moment, etc.,)? Cue them: study English, learn English, write, etc (use gestures too). Write the question and one answer on the board.

General habits *present simple*	**Activities happening now** *present continuous*	**Future plans** *be + going to + verb*
1. On weekends, Malika runs errands in the city.	1. This weekend, Malika isn't going out.	1. This Sunday, Malika is going to have a party.
2. Sometimes, Malika and Fama _____.	2. Now, Malika and Fama ___ _____.	2. Later this afternoon, Malika and Fama _____ _____.

- Underline the words am going to go in the future sentence. Ask students, What do you think? Present simple? Continuous or future? Listen to them, then provide explanations.
- Say, We use be going to + verb to talk about plans in the future. Point out the present continuous sentence and say, We use present continuous for two things. One for activities happening now. For example, we are studying English now. Say, we use be + going to + verb for future plan. Write on the board: I'm going to travel next week. Give more examples.
- Point out the chart and all the sentences. Then, say, Let's complete the table with the information from Exercise D.
- Give students time to read the text again in Exercise D and complete the sentences in the chart. Review the answers.

2. Write the verbs in the correct form.

- Point out the sentences in part 2 and the blanks. Say, Complete the sentences with the verb in parentheses.
- Do the first one together. Say, The word always shows me this is the present tense. So we write have. The words later this afternoon means in the future so we can write I'm going to eat.
- Have students complete the rest of the sentences on their own and compare with a partner.
- Then, review the answer by having different students read the sentences aloud.
- Discuss any questions. Point out the words (context words: today, now, tomorrow) that help show which tense it is.

Answer Key:
1. have / am going to eat
2. does not go out / is taking
3. are hanging out / they are not enjoying / is raining
4. do you come / am goint to watch

Homework Assignment:

- Provide students with the following sentences and ask them to identify and fill in the correct verb form (present simple, present continuous, or future). Then, to ensure their understanding, have them label each sentence with "PS" for present simple, "PC" for present continuous, and "F" for future.
    1. Sarah always ___ (go) to the gym after work.
    2. Sifaw and Moha ___ (study) for their exams at the moment..
    3. My friend and I ___ (have) dinner with friends later tonight.
- Encourage students to complete the assignment independently.
- Say, don't be afraid of mistakes. We will correct in class.
- Ask them to bring their completed homework to the next class session.
- During the next session, review the answers together and discuss any questions or challenges they faced.
- Give them a short 10-minute quiz to correct quickly by peers.

F. Speak

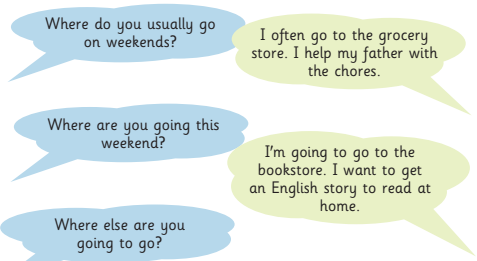
The objective of this speaking activity is to develop students' conversational skills by having them discuss their weekend activities and plans with partners. This will encourage them to practice using vocabulary related to places and activities.

1. Complete the table with information about yourself.

Where do you usually go on weekends? What do you do there?		Where are you going this weekend? What are you going to do there?	
Places	**Activities**	**Places**	**Activities**

- Recreate the chart with the questions on the board. Answer the questions with your own information. Ask Where do you usually go on the weekends? (store) What do you do there? (buy food) Where are you going this coming weekend? (beach) What are your plans? (relax)
- Say, Now, complete the chart with your own information. Give one or two ideas for each question.
- Walk around and monitor their work.

2. Work with your partner. Ask and answer questions about the places you go to and the activities you do there. Take turns.



- Point out and read the speech bubbles with a student at the front of the class.
- Model with a student, then pair up students for practice.
- Say, Use the information you have in the chart. Ask and answer questions about the places you go to and the activities you do.

Expansion Idea:

Show pictures of various people doing various jobs. For example, a chef or a veterinarian. Have students choose one of the jobs and write sentences about things they usually do for their job. For example, A chef shops for food. A chef cuts vegetables. A chef cooks. Etc. Then say, this weekend, the chef has plans. Write what the chef is going to do this weekend. Then, encourage students to write 3 sentences about what the chef is going to do this weekend.

Have them draw pictures to accompany the sentences. Post the pictures around the room and trade papers. Students read the sentences they received and try to find the pictures that match.

Lesson 3 DEAR: Drop Everything and Read

Objectives

Students will...

- I will read and respond to a story.
- I will retell the main parts of a story using my own words.

A. Preview

1. Look at the pictures. What do you think the story is about?

- Point out the pictures. Say, What do you see in the pictures?
- Give students time to discuss then ask students to share what they talked about. Ask, What color flowers are in the first picture? (Red) What color flowers are in the third picture? (many colors) What is the story about? Elicit ideas.



B. Listen

Listen to the story. Were your guesses correct?

- During the read-aloud session, infuse the story with enthusiasm by using varying vocal tones and expressive gestures that reflect the story's emotions and dynamics. Change the pace, volume, and pitch of your voice to engage students' attention and effectively convey the emotion of the characters in the story. Encourage students to observe gestures and facial expressions, bridging visual and auditory cues for enhanced comprehension.



Red Flowertown

A long time ago, there was a small town in the countryside named Red Flowertown. All the people in the town grew red flowers. Everywhere you looked, you could see red. The people were so proud of their red flowers.

- Pause at significant points to ask students comprehension questions such as: What is the name of the town? (Red Flowertown) Why do they name it that? (There are only red flowers in the gardens) How big is Amsu's garden? (One of the biggest) Who stops by Amsu's house? (an old woman) What did she give Amsu? (seeds). Where does Herman do with the seeds? (puts them in the basement and forgets about them) What does Amsu do in spring? (plants the seeds Hania gave him) What happened to his garden? (There were many colorful flowers.) Etc. These meaning-making questions can foster a more interactive



reading experience that supports students' understanding, while also modeling the cognitive process for learners.

- Point out the pictures to support understanding.
- After students listen to the story, ask them to discuss whether their predictions were correct in Exercise A.

C. Read and Listen

- Guide students to read along with the text while concurrently listening to the teacher or an audio recording.
- Encourage students to follow along with the audio/point to the text as they read. This approach reinforces visual and auditory learning, helping students connect spoken words with their written forms, and also helps students become more aware of how the English language is chunked.

D. Choose a part of the story to read aloud in a small group. Be dramatic!

- Divide students into small groups.
- Have them choose parts of the story to read aloud.
- Try to cover all the parts of the story.
- Encourage them to be dramatic.



The king was very happy with the painting. He wanted to see Amsu's colorful garden in person. The next day, the king went to Amsu's house and the townspeople were very happy.

Soon after, Red Flowertown changed its name to Flowertown. Amsu shared his seeds with the other townspeople and they all had beautiful gardens filled with many colors.

E. Think about the story. Complete the tasks.

Students will engage in reflective activities to evaluate a story, express their emotional responses, and identify the moral, enhancing their comprehension and critical thinking skills.

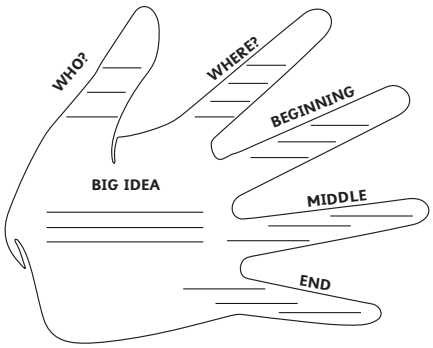
1. How did you like the story? Color the stars to rate it.
2. Circle how the story made you feel: sad inspired angry amazed Other: _____
3. What is the moral of the story? Tick the best option(s)

- Point out the questions 1-2. Give students time to color the stars, and circle how the story made them feel.
- Demonstrate how to share their thoughts about the reading. Say, I give this story _____ stars. This story made me feel _____.
- Ask students to share their ratings and adjectives. Encourage them to give a reason.
- For question 3, review the options. Discuss the meaning and use examples to get the meaning across.
- Give students time to circle the possible options. Then, say, Which options did you circle? Elicit a discussion on the possible lessons from the story.

F. Think about the story. Complete the tasks.

The objective of the activity is to have students retell a story in their own words using a visual organizer (Retelling Hand) to sequence the main events and key details. This activity also helps students improve their comprehension, organization, and oral communication skills.

1. Complete the Retelling Hand with information from the story. Write words or phrases (you do not have to write full sentences).



- Say, Retelling a story is a skill. We can use our hands to help us.
- Explain each part of the hand. Say, Write the parts of the story in the hand.
- Give students time to write the information from the story. Monitor their work.

2. Retell the story in pairs. Use your Retelling Hand to help you.

- Next, put students into pairs. Say, Practice retelling the story. Use the information in your hand to help you. Walk around and monitor their retelling.
- Close the activity by asking a few students to retell parts of the story. Start with one person and ask for a volunteer to continue with the story until several students have retold parts of the story.

Variation Idea:
Close Exercise F by having students get in a circle. Start at one point in the circle and have that person retell the story starting with one sentence. Then, the story continues one sentence at a time around the circle. Students can help each other remember the details and sequence of the story.

Expansion Idea:
Write these sentences in this order on the board (or on paper for each student). Have students number the parts of the story in order (1-10). You might choose to give them the first sentence:
The old woman gave a box of seeds to Amsu.
The king visited the town.
Amsu planted the seeds from the old woman.
Amsu invited the old woman for dinner.
The king loved the painting of the colorful garden.
The townspeople changed the name of the town to Flowerville.
Amsu woke up and saw blue, orange, yellow, pink and purple flowers in his garden.
A painter painted Amsu's garden.
The townspeople yelled at Amsu.
An old woman traveled through Red Flowerville.

Lesson 4 The café is next to the library.

Objectives

Students will...

- Ask for and give the location of places in town.

Warm up

The objective of this warm-up is for students to practice asking and responding to questions about people's locations and activities using a structured conversation frame. This activity aims to enhance their speaking and listening skills through pair work and group presentations.

- Write the following conversation frame and chart on the board.

  A: Where is Carlos?

  B: He's at the pharmacy.

  A: What's he doing?

  B: He's buying medicine.

1. Ahmed mall / buying shoes	2. Susana and Talia cafe / hanging out
3. you restaurant / eating lunch	4. Tomas Movie theater / watching a movie
5. your mom grocery store / buying food	6. you and your friends bus stop / waiting for the bus

- Demonstrate / model how to do the warm-up by doing the conversation with a student.
- Pair students. Then, say Practice the conversation with your partner. Change out the names and places for 1-6.
- Monitor their pairwork, focusing on pronunciation and providing corrections as needed.
- Close with asking a few pairs to say their conversation in front of the class.
- Celebrate the success of the activity by giving positive feedback and highlighting improvements.

A. Vocabulary: Locations of Places

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

A. The park is **across from** the train station.
B. The café is **on** Alili Street.
C. The pharmacy is **next to** the school.
D. There's a bank **to the right of** the shoe store.
E. The bus stop is **in front of** the bookstore.
F. The bookstore is **to the left of** the post office.
G. The post office is **on the corner of** Carlos and Ghandi Streets.
H. The cinema is **behind** the grocery store.

- Point out the illustrations and the sentences.

- Each picture matches a sentence. Say, Match the sentences to the illustrations. Write 1-8. Do the first one together. Say, Which illustration shows that the park is across from the train station? (3). Say, Write the letter C next to 3.



- Then have students do the rest of the exercise on their own.
- Pair students and have them compare their answers.

2. Listen to check your answers.

- Say, Listen and check your answers. Play the audio. Stop after each item to give students time to check their answers.

Expansion Idea:
Practice with the prepositions of location. Have students stand up and instruct them to stand across from, on, next to, to the right/left of, in front of, and behind their desks or chairs. Tell them slowly at first and then more quickly so that students could get the practice with hearing the prepositions of location and doing the actions.

B. Read

The objective of this activity is to enhance students' listening and reading comprehension skills by having them identify specific places mentioned in a conversation, and then correctly label these places on a map using prepositions of location.

1. Read the conversation while you listen. What places are the guests looking for?



Receptionist: Hello! How is your stay at Marrakech hotel going?
Guest: Wonderful – and we love the city! Can you tell me where the nearest bank is, please?
Receptionist: OK. Let's look at this map. There's a bank next to the train station.
Guest: Great! Is there a museum nearby?
Receptionist: Yes. It's on the corner of Mohamed 5th Avenue and Al Massira Avenue. And the art gallery is across the street from the museum, next to the park.
Guest: Thanks. What about a good coffee shop?
Receptionist: Atlas Café is fantastic. It's to the left of the museum. And there's also a pharmacy just behind Atlas Café in case you need any medicine.
Guest: One last question please. Is there a good restaurant where I can have dinner around here?
Receptionist: Sure. There's a famous Moroccan one just across from the hotel. It's on Mohamed 5 Avenue.
Guest: We'll try it! Thank you so much

- Point out the picture and preview the question (What places are the guests looking for?). For focus, Say, What places are the guests looking for? Guide students to read along with the text while concurrently listening to the audio recording.
- Say, Read the conversation and underline the places they are looking for.
- Play the audio. Then, ask, What places are the guests looking for? (bank, museum, coffee shop, pharmacy, restaurant).

2. Read the conversation again. Write the number of places on the map below:

1. Bank, 2. Musueum, 3. Art gallery, 4. Café, 5. Pharmacy, 6. Restaurant

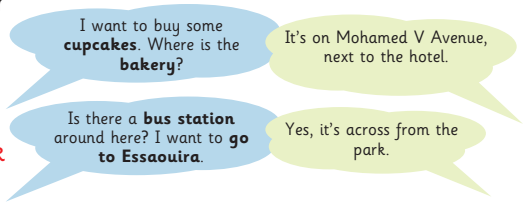
- Say, Now, read the conversation again and label the places on the map. Let's do the first one together. Where is the bank? Give students time to read about where the bank is. (next to the train station) Then say, let's write bank next to the train station.
- Have students continue the rest of the exercise. Walk around and monitor their work.

3. Check your answers with a partner.

- Pair students and have them compare their maps.
- Close by asking a few students to explain using prepositions of location where the places are on the map.

C. Practice

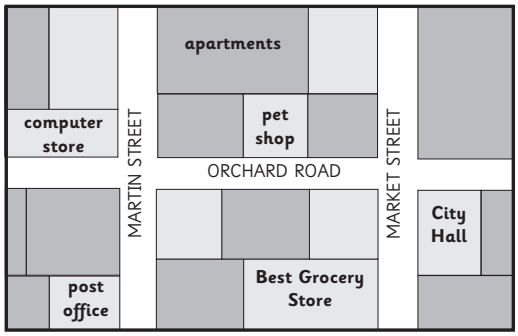
Work in pairs. Look at the map in Exercise B. Ask and answer questions about places.



- Point out and read the speech bubbles with the class.
- Pair students. Then, say, Look at the map in Exercise B. Ask and answer questions about the places.
- Write a sentence frame on the board to support students. Encourage students to use that or the speech bubbles for support. Where is the _____? / It's _____.
- Close the exercise by asking a few questions about the places on the map.

D. Speak

1. Make your own town. Draw the following places on the map below.

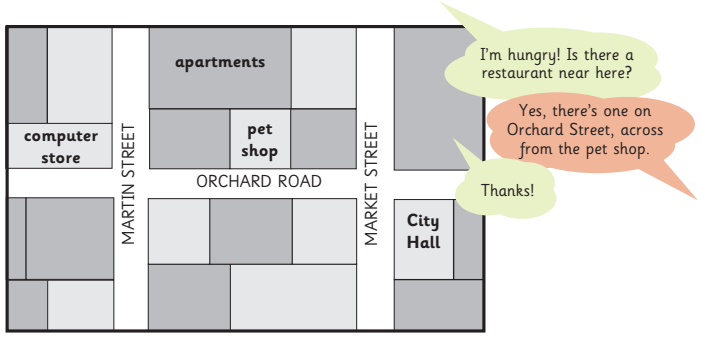


- Point out the map and the list of places (school, bus stop, restaurant, etc.). Say, You are going to make your own town. Write the places on the map.
- Monitor their work.

2. Work in pairs. Ask and answer questions to find the locations on your partner's map. Take turns. Write the locations your partner gives you on the map below.

- Write the following sentence frame on the board: want to _____. Where is the ____? / It's _____.
- Say, Now, you're going to ask and answer questions about the location of the places on your maps. Use the sentence frames. Listen and write the places you hear on the second map.
- Pair students and monitor their pairwork.

3. Compare maps with your partner. Did you write down the correct location for all the places?



- Have partners compare maps. Say, Compare your maps to see if you listened correctly.
- Close the activity by asking a few students to describe the location of one place on their map, using prepositions of location. The rest of the class listens and writes it on their maps.

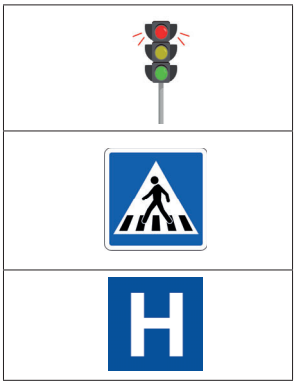
Lesson 5 Global Citizenship and Fun Review

Objectives

Students will...

- Identify ways to behave safely on the road
- Use language from previous lessons to complete review activities.

Warm up



- Start by asking the class, What are some dangers or problems you see on roads? Allow students to share their thoughts, discussing in their native language if needed. List their ideas on the board.
- Write "Road Safety" on the board. Focus on Safety and ask, Do you notice the first part of the word safety? Elicit and write on the board. Ask, What do you think it means to be safe on the road? Engage students in a discussion about road safety practices.
- Write down their ideas on the board.
- Introduce key vocabulary related to road safety: **pedestrian, driver, crosswalk, traffic lights, vehicle, sidewalk.** Use gestures, examples, or pictures to help students understand each word. You can demonstrate actions like **crossing at a crosswalk** or **stopping at traffic** lights to reinforce understanding.

This approach begins with identifying road safety concerns directly, encouraging students to think critically about issues they observe, before transitioning into defining key vocabulary.

A. Vocabulary: Road Signs

Look at the road signs. Do you know what they mean? Write the letter of each sign next to the description.

- out the illustrations and the sentences. Read the sentences and discuss the meaning. Then, say, What do these road signs mean? Write the letter next to each sentence. Let's do the first one together.
- Elicit ideas for the sentence There is a police station nearby. (H)Then, say, Now do the rest on your own.
- Pair students. Have them compare their answers. Write a sentence frame on the board for students to use when sharing their answers. For number _____, I wrote _____.
- Review the answers with the class. Have different students give their answers. Encourage them to use the sentence frame.
- Ask, Are there other signs you see around town? Elicit ideas and write/draw them on the board. You might choose that students draw the signs themselves.

B. Read

This activity aims to enhance students' reading comprehension and critical thinking skills through active engagement with the article "Staying Safe on the Road." Students will analyze the article by identifying key advice points and creating section headings. They will demonstrate understanding by explaining their chosen headings using provided sentence frames.

Read "Staying Safe on the Road." Write the heading for each piece of advice in the article. The first is done for you.

Watch for bikes	**Pay attention**	**Follow signals**
Look both ways	**Stay on the sidewalk**	**Always use crosswalks**
Stay visible		

- Point out the text Staying Safe on the Road and the headings in the box. Review the meaning of the headings. Use gestures, drawings and examples to get the meaning across.
- Write the word pedestrian on the board. Say, A pedestrian is a person walking. Point out the pedestrians in the picture and say, These two people are pedestrians. Repeat for pronunciation.
- Say, Read the text. Write the headings in the blanks in the article. Look at the example.
- Give students time to read the text on their own and write the headings.
- After the allotted time to read, pair students and have them compare their headings.
- Review the answers with the class. Ask, Which heading did you write for the second paragraph? Write a sentence frame to help students respond. I wrote _____ for the second paragraph. Ask students how they got their answer. Have them say the words that helped them get the answer.

C. Take the "Safe Pedestrian License" Quiz

1. Work with a partner. Look at the pictures and sentences. Circle the thumbs up (👍) for the safe practices and thumbs down (👎) for the unsafe ones.

1.		It's OK for pedestrians to use their phones while crossing the street.	👍	👎
2.		Pedestrians should use crosswalks whenever available.	👍	👎

- Point out the "Safe Pedestrian License" Quiz and the thumbs up and thumbs down. Say, Take the quiz. Read the items and circle thumbs up for the safe ideas and thumbs down for the unsafe ones. Then compare with a partner.
- Give students time to take the quiz and compare their answers with a partner.

2. How many did you get right? What can you do to increase your safety when out on the road?

- Review each one with the class. Read each one aloud and ask, Is this safe? Elicit a yes or no response. At the end, ask, How many did you get right?
- Elicit a discussion on other ideas on being a safe pedestrian. (Wear bright clothes, carry a flashlight at night, don't walk near the road, etc.)
- **Answer Key:** 1. look both ways, 2. Always use crossroads, 3 Follow signals, 4. Stay on the sidewalk, 5. Watch for bikes, 6. Stay visible.

Expansion Idea:
Have students create posters with Road Safety Tips. Have them choose a few tips and draw pictures and write sentences on the poster. Post the posters up around school.

Fun Review

A. Memory Game: Places around Town

Work with a partner. Partner A studies the map below for 1 minute. Then close your book. Partner B asks questions about the places. Then switch roles.

The objective of this activity is to enhance students' memory and recall skills by reviewing nationalities and places we live through interactive, partner-based memory games. By asking and answering questions about map locations, students practice recalling and describing information accurately. This approach reinforces their vocabulary and promotes collaborative work.

- Demonstrate how to do the game with the class. Point out the map. Say, I'm going to look at this map for 1 minute then I'm going to look away. I'm going to try to remember where all the places are.
- Look at the map then say, You can look at the map. Check to see if my memory is correct. You tell me yes or no.
- Then, say where the places are. Use prepositions of location. For example, The book store is next to the cafe.
- After the demonstration, say, Now it's your turn. With your partner, one person looks at the map for 1 minute and then says the location of as many places. Your partner says yes or no. Then switch roles.
- Walk around and monitor their pairwork.

Expansion Idea:
Say sentences about the location of the places on the map. Students look at the map and either orally or in writing respond with True or False.

B. Tic-Tac-Toe Nationalities & Places We Live

This game aims at reinforcing students' understanding of nationalities and places we live through interactive gameplay, enhancing their ability to recognize and use corresponding vocabulary effectively.

- Review the rules and demonstrate how to play both of the Tic-Tac-Toe games. Point out one of the squares on the nationality board and say the nationality of the country you point to. (Canada-Canadian). Point out one of the squares in the Places We Live board and give an example.
- Pair students and have students play the game. Monitor their pairwork.
- Have students use markers (paperclips, erasers) on the board so they can play on each board multiple times.

Nationalities		
Canada	Senegal	China
Gabon	England	Holland
Turkey	Iraq	Pakistan

Places we Live		
town	suburb	village
city	hometown	downtown
countryside	city center	town

Lesson 6 How long is the Draa River?

Objectives

Students will...

- identify, write, talk about geographical features in different places.

Warm up

Charades:

The objective of charades in this warm-up activity is to reinforce place vocabulary from Lesson 4 in a fun and interactive way. Students will be challenged to recall and use the vocabulary words through acting and guessing.

- Divide the class into small teams.
- Write each place word (bookstore, bus stop, mall, hospital, pharmacy, restaurant, grocery store, museum, movie theater, train station, bank, cafe) on separate slips of paper.
- Have a student from each team pick a word without showing it to their teammates.
- Modeling is key to the activity success.
- The student acts out the word through gestures and expressions, and their team has to guess the place within a time limit (e.g., 30 seconds).
- Award points for correct guesses.
- Applaud the winners. Thank all the participants too.

OR

This language-focused activity aims to help students recycle vocabulary related to places. Students will practice by providing clues and having their peers say or write the correct word.

- Practice the places vocabulary from Lesson 4.
- Give clues and have students say or write the word. **Clue ideas**: You can buy books at the _____. (bookstore). I wait for the bus at the ____ (bus stop). We buy clothes at the _____. (mall). My brother hurt his arm. He is at the ____. (hospital). We buy medicine at the _____ (pharmacy). Let's eat the new pizza _____. (restaurant). I shop for food at the _____. (grocery store). We learn about history in the _____ . (museum). People watch movies at the _____. (movie theater). We get the train at the _____. (train station). I get money from the _____ (bank). My friends and I get coffee and hang out at the _____ (café).

A. Vocabulary: Geographical Features

Teaching Tip: Start the activity by discussing Morocco's beautiful landscapes: sea, desert, mountains, forests, rivers, waterfalls, beaches, etc. Ask students, «What are some beautiful things you find in Morocco? What else can you add?» Write down their answers on the board. Then, have students work in pairs to list more beautiful aspects of Morocco. Encourage them to think of additional words. Finally, proceed to Activity A: Vocabulary.

1. Work with a partner. Match the pictures with the sentences.



- Point out the pictures and the sentences.
- Say, Match the sentences to the pictures. Write A-J. Do the first one together. Say, Which picture shows a forest? (2). Say, Write the letter A next to #2.

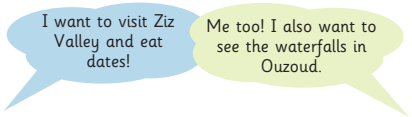
- Then have students do the rest of the exercise on their own.
- Pair students and have them compare their answers.

2. Listen to check your answers. Then listen and repeat the words in bold.

- Say, Listen and check your answers. Play the audio.
- Play the audio again and have students repeat the words.

3. Draw a heart (♡) next to the places you would like to see. Tell a partner. Which places do you want to visit?

- Write the sentence frame on the board. I want to visit _____. Demonstrate this next part by saying which places you want to see.
- Point out the speech bubbles and say, Which places do you want to visit? Draw a heart next to them.
- Pair students. Say, Tell your partner which places you want to see.



B. Write

1. Write places in each category. You can write each geographical feature more than once. See the example.

Places you can swim	Places you can hike	Places you can camp
lake Beaches, rivers, pools.	Mountains, forests, national parks, trails.	Campsites, national parks, wilderness areas

- Point out the chart and read the categories. Say, Write the places from Exercise A in the chart. Let's look at the example. We can swim in a lake. Where else can you swim? (river)
- Say, Write the words in the chart. You can write each word more than once.

2. Share your ideas with your classmates.

- After the allotted time, say, Share your ideas with the class. Where are some places you can swim?
- Elicit answers then move on to the next categories.

C. Speak

Talk with a partner. What geographical features do you have in your region? What do you like to do there? What other geographical features are there in places you have visited?

- Point out the speech bubbles in the book. Have two students say them aloud for the class.
- Write sentence frames on the board: There is a beautiful _____ near me. I _____ there.



- Say, Tell your partner about the geographical features in your region. Tell your partner what you do in each place. Encourage students to use the sentence frames on the board.
- Walk around and monitor their pairwork.
- Close the activity by asking different students to tell about a place they like to go.

D. Quiz: How good are you at geography?

Work with a partner to answer the questions. Then listen to check your answers.

- Point out the quiz on Moroccan geography. Say, What do you know about the places in Morocco? Let's take a quiz.
- Pair students. Say, Take the quiz with your partner.

- Give students time to take the quiz, then say, Listen and check your answers.
- Play the audio. Stop after each fact to have students check.

How good are you at Moroccan Geography?
Take the quiz to find out!

1. How high is Mount Toubkal? A. 1,467 m B. 4,167 m	**3.** How far is Tangiers City from Essaouira Beach? A. 732 km B. 1,030 km
2. How long is the Draa River? A. 1,100 km B. 2,100 km	**4.** How deep is Lake Tislit? A. 27 m B. 72 m

- Close the activity by asking students to indicate how many they got right with their fingers.
- **Answer Key:** 1. B. 4,167 m, 2. A. 1,100 km, 3. A. 732 km, 4. A. 27 m

Expansion Idea:
Have students research other facts and write 1-2 items for the quiz. Have them write their quiz items with multiple choice answers on the board. Have the class read and answer the questions. Review the answers.

E. Grammar in Context

Students will practice forming 'How' questions about geographical features and matching them with corresponding answers to strengthen grammar comprehension in context.

1. Read the grammar box.

- Point out the grammar chart. Say, What do you notice in each question? (They all begin with How. They all have How and then an adjective.)

Questions with HOW	
How cold is Boulmane in the winter?	It gets down to minus 10° C.
How hot is Awsserd?	It gets up to 48° C in the summer.
How far is Guelmim from Assa?	It's 106 kilometers from Assa.
How long is the Moroccan coast?	It's 3,500 kilometers long.
How high is Mount Tidighin?	It's about 2,556 meters high.
How deep is the Ifriwatto Cave in Taza?	It's about 270 meters deep.

- Read each question and the response, and have students repeat after you. Then, move to the other questions. Use gestures to help students differentiate between questions with How.

2. Match the question phrase with the meaning.

- You might choose to unveil the meaning depending on students' understanding.
- Model an example with How high/ How far.... (Tobkal Mountain, Laayoune, etc.,).
- Point out the question phrases (1-6). Say, Match the question phrase to the meaning.
- Do one with class. Say, Which illustration means how deep?
- Have students do the rest on their own and then compare with a partner.
- Review the answers together.

Expansion Idea:
Divide the class into small groups. Give each group a scenario (e.g., planning a trip, describing a favorite place). Each group creates a list of «How» questions relevant to their scenario and shares with the class.

F. Write

Write a question for each answer. Then practice the conversations with a partner.

- Point out the pictures and blanks for each question. Say, Write a question with how for each picture. Let's do the first one together.
- Point out the picture of the waterfall and the response (Yosemite Falls is 739 meters high.) Say, We see which adjective to use in the response. (high). Elicit the question. (How high is Yosemite Falls?**)
- Give students time to write the rest of the questions. Walk around and monitor their work, then have pairs compare their questions.
- Have pairs read the question and the response to review the questions with the class.

Answer Key:



A: How high is Yosemite Falls?
B: Yosemite Falls is 739 meters high.



A How long is The Yellow River?
B: The Yellow River is 5,464 km long.



A: How cold does it get in Canada?
B: It can get down to minus 60 degrees C° in Canada.



A: How deep is the Red Sea?
B: The Red Sea is about 3,000 meters deep.

**Note: Say, when referring to a specific landmark like Yosemite Falls, we treat it as a singular noun, so we use "is."

G. Speak

1. Work with partner. Write two questions and the answers like the ones in Exercise F.

- Say, Now it's your turn to write your own question and answer like the ones in Exercise F. With your partner, think of a question about a geographical place and write a question with How. Research the answer and write a response to your question.
- Brainstorm geographical places around Morocco and the world to write about. (Mt. Everest, The Grand Canyon, etc.)
- Give students time to think of two questions and answers. Walk around and monitor their work.

1. Question: _____?
   Answer: _____.
2. Question: _____?
   Answer: _____.

2. Work with another pair. Ask your questions. Do your classmates know the answers? Take turns.

- After the pairs have written their questions and responses, have them form a group of four with another pair.
- Say, Take turns asking your questions to the other pair. Do your classmates know the answers? Conduct a collective correction session to review and refine the questions together as a class.
- Close the activity by praising students for their questions and answers.

Expansion Idea:

Have students write questions for a Jeopardy-like game. Think of categories with the class, such as Waterfalls, Rivers, Mountains, etc. Each pair writes one question for each category. Check the questions, then gather them and divide the class into two teams. Play the game Jeopardy with the various categories and a point system. Write sentence frames on the board such as: I'll take Waterfalls for 100. Then read one of the questions from Waterfalls and see if their team can get the answer.

Lesson 7 It's the biggest lake in the country!

Objectives

Students will...

- Compare three or more places, objects or people.

Warm up

- Review the geographical words from Lesson 6 (river, mountain, canyon, etc.) by playing Pictionary.
- Elicit the various words from Lesson 6 and write them on the board. Encourage students to look back at Lesson 6 to review.
- Divide the class into groups of six. Say, Divide your group of six into two teams. One person from each team draws as many words and the teammates guess. For every correct guess, the team gets a point. Take turns.
- Monitor their games.
- Close with saying the vocabulary words from Lesson 6 aloud and having students repeat.

Teaching Tip:
Repetition and recycling of words is important. Students need lots of exposure and practice with vocabulary words so they can learn and eventually acquire the material. Reviewing the vocabulary by playing games, or doing drills exposes the students to the words in different ways.

A. Review

Work with a partner. Look at the infographic. Take turns comparing different places. Use the word bank.

- Point out the pictures and read the words in the box. Say, Show me with gestures the meaning of the words in the box. Elicit gestures for high, long, short, large, big, small.
- Review how to form the comparative (-er). Say, What's the comparative for high? (higher) Long? (longer) etc.
- Write the following sentence frame on the board: The _____ is _____-er than the _____.

high	long	short	large	big	small



- Then, point out the infographic. Demonstrate how to compare different places. Say, The Nile River is longer than the Draa River. What else can you compare?
- Pair students. Say, Take turns comparing different places. Use the words in the word bank and the sentence frame.
- Walk around and monitor their pairwork.
- Close with asking a few questions about the places. Which is higher? Mount Toubkal or Mount Everest?

B. Read

1. Read the social media posts and match the pictures with the texts.



- Point out the social media posts and the two pictures. Say, We are going to read two social media posts. Read and match the pictures to the posts.
- Give students time to read each post and match the pictures.
- Ask, Which picture goes with the first post? (B) How did you know? (mountain, trash)

2. Talk with a partner. Which place do you want to to visit? Did anything about Mt. Everest or Bin El Ouidane surprise you?

- Then say, Now, talk with a partner. Which place do you want to visit? Did something surprise you about the post?
- Give students time to discuss, then ask pairs to share what they talked about. Write sentence frames on the board for support. I want to visit _____. I was surprised to hear about _____.

This activity prompts students to engage in a discussion about their own preferences and encourages them to reflect on what they found surprising about the places mentioned.

C. Grammar in Context

This activity is geared towards helping students identify and categorize superlative adjectives using -est or most, enhancing their understanding of these forms, and improving their reading comprehension and attention to detail.

1. Read the posts again and complete the chart. Then answer the questions.

- Ask, What do you notice about the words in bold in the posts in Exercise B? (some have -est and some have most) Elicit the difference between higher and highest. Ask, What does highest mean? What does most amazing mean?
- Point out the chart. Say, Some adjectives use -est and some use most. Read the posts again and complete the chart. Write the adjectives with -est in the left column. And the adjectives with most in the right column. Here is the chart:

Adjectives that end with -est	Adjectives that need "most"
high	exciting

- Give students time to read the posts and complete the chart then review questions.
- Provide feedback and support as needed while circulating the classroom.

2. Read and clap out (👏) the examples in the grammar box. Then complete the sentences.

- Point out the grammar chart. Say, Here are the rules for superlatives.
- Review the examples in the chart. Clap for each syllable. Say, clapping helps us know how many syllables a word has.
- Point out the sentences. Have students write the superlative for each sentence. Then pair students and have them compare their answers.
- Review the answers with the class. Have different students read the sentences aloud.

Variation Idea:
Practice forming the superlative. Say an adjective and have the students say the superlative. You could do this "popcorn" style with a ball. Where one student says an adjective, throws the ball to someone and then that person says the superlative. Then he/she says a different adjective and throws the ball, etc.

D. Speak

The objective is for students to practice speaking by asking and answering questions about people, places, and things using provided information. They work in pairs to create dialogues, receive feedback, and extend practice by generating new questions independently. This activity aims to enhance fluency, accuracy, and confidence in spoken English.To structure this speaking activity for students based on asking and answering questions about various topics. Here are some steps for the teacher:

- Introduce the activity by explaining its purpose: to practice speaking skills through asking and answering questions about people, places, and things.
- Organize students into pairs. Ensure they are seated together and ready to begin the activity.
- Invite students to look at Exercise A and Useful Facts to each pair(see SB). Explain that they will use this information along with their own ideas to ask and answer questions.



- Model an example dialogue with a student or with the whole class using the prompts from Exercise D:
  - "What is the longest river in the world?"
  - "Right! And how long is it?"
  - "Who's the oldest person in your family? How old is she?"
- Circulate among pairs as they work, providing assistance as needed. Encourage them to use the information provided in Exercise A and Useful Facts to create their questions and answers.
- Bring the activity to a close by having a few pairs share their dialogues with the class. Provide positive feedback and correct any errors in a constructive manner.
- For further practice, ask students to create new questions based on different topics related to people, places, and things.



By following these steps, you can effectively facilitate a speaking activity that engages students in meaningful communication while reinforcing their understanding of the content provided in Exercise A and Useful Facts.

Lesson 8 Unit Test, Task, & Self-Assessment

Objectives

Students will...

- Complete a unit test that evaluates students' proficiency in listening, vocabulary, grammar and reading skills related to the unit topics.
- Complete a culminating task to apply and demonstrate what they have learned in the unit.
- Complete a self-assessment to reflect on how well they know and can use the material learned in the unit.

Unit 6 Test

- Tell students we will take a test to check our progress. Tell the students they will have 20 minutes to complete the test.
- Begin with the listening. Focus students on the first question. Then begin the audio two times.
- After the listening part, tell students to complete the rest of the test. Remind them that they have only 20 minutes. If available, set a virtual timer.

Listening

Listen and choose the correct answer.

1. A
2. C
3. B
4. A

Grammar and Vocabulary

A. Complete the sentences by writing the nationality.

Answer Key:

5. Iraqi
6. Senegalese
7. Turkish

B. Complete the sentences with the correct form of the adjective.

Answer Key:

8. the lowest / the most beautiful
9. the coldest
10. more fun / the best

Note: "more fun" relates to enjoyment, while "funnier" relates to humor.

C. Look at the map. Complete the conversation. Use words and phrases from the bank.

Answer Key:

Receptionist: Sure, it is (11) behind the hamburger restaurant.

Receptionist: It's (12) on the corner of Main Street and (13) across from the sporting goods shop.

D. Match the geographical features to the pictures.

Answer Key:

14. B
15. F
16. E
17. C

Reading

Read about the famous places for tourists to visit. Then read about the kinds of vacations people want. Choose the best place for the people to visit.

Answer Key:

18. Vancouver, Canada (A)
19. The Lake District England (C)
20. Volubilis, Morocco (B)
21. The Lake District, England (C)
22. Vancouver, Canada (A)

My score: _____ out of 22 = _____%

Unit 6 Task - Choose One!

Option 1: Create your dream neighborhood/town

The objective of this unit task is to have students design their ideal neighborhood or town, creating a map with descriptions and presenting their work. This activity enhances their vocabulary, spatial awareness, and presentation skills. It also encourages creativity and collaboration.

- Provide students with the following steps to accomplish their projects:
- Say, List all the places you want your neighborhood/town to have (e.g., parks, schools, markets, libraries).
- Ask students to draw or find pictures of the places you listed. You might start this step in the classroom for students' deep understanding of the task.
- Tell them to create a map of the town and place the pictures on the map to show the different types of places.
- Say, please write sentences to accompany the places shown on your poster. Include information about the location and a brief description if space permits. Give them (an) example(s).
- Say, This is the city roller coaster. It's across from the Outdoor Upcycling Market.
- Ask students to choose a name for your neighborhood or town.
- Ask students to display the poster in the classroom.
- Say, give a short presentation by reading your sentences aloud to the class.
- Ask them, what do you will need for this option? paper and drawing tools, pictures (drawn or printed), markers or colored pencils, poster board or large paper for the map, and glue or tape.

Option 2: Presentation about a a Place's Geographic Features

This unit task option is also very important and UDL-friendly (representation, expression, and engagement). By following these steps while undertaking this task, students can effectively develop their research skills, enhance their presentation abilities, and deliver persuasive and informative presentations about their chosen geographic place. You might follow these steps:

Guide Students in Researching a Place and its Geographic Features:

- Help students select a place of interest, either local or global.
- Assist them in gathering comprehensive information, including geography, climate, activities, and unique features.

Facilitate Sentence Writing About the Place:

- Guide students to craft structured sentences covering:
- Description of the place.

- Geographical location details.
- Best times to visit based on climate or seasons.
- Highlighted activities and attractions.
- Unique features that distinguish it.

Support in Creating a Visual Presentation:

- Assist students in creating visually appealing presentations:
- Help them select relevant pictures and optionally incorporate short videos.
- Provide guidance on organizing information into clear and concise slides that align with their prepared sentences.

Encourage Effective Presentation Delivery:

- Encourage students to deliver their presentations confidently:
- Provide tips on using slides as effective visual aids.
- Support them in engaging their classmates by sharing enthusiasm and encouraging questions and discussions post-presentation.

Option 3: Create a Graph about Road Safety

By supporting students through the following steps, the teacher can help them not only enhance their understanding of road safety but also develop skills in surveying, data analysis, and presentation:

- Assist students in formulating clear and relevant survey questions (You might choose to give them a ready-made survey if you see it appropriate).
- Provide guidance on conducting surveys and collecting data ethically and effectively within the school environment.
- Teach students how to create various types of graphs (such as bar graphs and pie charts) using software like Excel or Google Sheets, with possible assistance from the Math teacher.
- Guide students in analyzing survey results, identifying trends, and drawing conclusions about road safety practices.
- Offer tips on effectively presenting graphs and findings to classmates, focusing on clarity and engagement.
- Encourage students to critically reflect on the data and propose constructive recommendations for improving road safety based on their findings.

Assign the tasks and pairs/groups (if working together) instead of giving students a choice. This way, students at a lower language proficiency level would work on an option that can help them feel successful. Ensure gender and disability inclusion in group assignments.

Unit 6 - Self Assessment

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

- Point out the charts and how to do the self-assessment.
- Review the things in the chart. Say, These are the things we learned. Think about the unit. How do you feel? What do you do well? What do you need to practice more?
- Give students time to do the Self-assessment. Answer any questions they may have about the language.

Unit 6: I love Morocco!

AUDIO SCRIPTS

SPOTLIGHT

Spotlight Exercise 1

Narrator: Listen and draw a line to the speakers' countries.

1. Hi, I'm Naima. I am Moroccan and I live in Meknes. I enjoy hiking in the mountains with my family.
2. Hello! I'm Ousmane and I'm Senegalese. I live in the capital city, Dakar. In my free time, I like to play basketball.
3. Hello. I'm Harouna. I'm Gabonese and live in a pretty city called Franceville. I like walking along the river and looking at beautiful wildlife.
4. Hello everyone. My name is Aissata. I'm a Malian from a small village called Kita. I love dancing and looking at the famous art in my village.
5. Hi, I'm Malindi. I am Cameroonian and I live in a huge city, Douala. It is not the capital city but it is really big and busy. I have two sisters and we enjoy going to the crafts markets on the weekends.

Spotlight Exercise 2

Narrator: Now listen again and complete the missing information.

See Exercise 1 above.

Lesson 1: Where do you live?

A. Vocabulary Countries and Nationalities

Exercise A2

Narrator: Now, listen and check your answers.

1. Alana is from Toronto, Canada. She's Canadian.
2. Ann and Bella are from London, the United Kingdom. They're British.
3. Michel is from Paris, France. He's French.
4. Husseine and I are from Baghdad, Iraq. We're Iraqi.
5. Murat is from Istanbul, Turkey. He's Turkish.
6. Kristina is from Berlin, Germany. She's German.
7. Rayissa is from Moscow, Russia. She's Russian.
8. We are from Rio de Janeiro, Brazil. We're Brazilian
9. Aida and Coumda are from Dakar, Senegal. They are Senegalese./They're Senegalese.
10. Wen is from Beijing, China. He is Chinese./He's Chinese.
11. Khadija from Tunis, Tunisia. She is Tunisian./She's Tunisian.
12. I'm José. I am from Madrid, Spain. I am Spanish./I'm Spanish.

C. Listen

Narrator: Listen and circle the correct answers.

1.

A: Is Anas Moroccan?

B: No, he is Egyptian. He lives in Morocco now and was in Tunisia before that.

2.

A: Oh I love your new handbag. Is it Zambian?

B: No, I got it here in Morocco but it's Senegalese.

3.

A: Wow, that football player is amazing! Is she Spanish?

B: No, she's actually Nigerian. She used to play in the Italian women's league but she joined the Spanish league last month.

4.

Student: Hi, I'm from Gabon but my family moved to Canada last month. We travel a lot for my mother's job. We plan to go to Brazil next year.

D. Vocabulary: Places we Live

Exercise D2

Narrator: Listen to check your answers.

1/D. Abu Dhabi is a big city.

2/A. I live in the Italian countryside.

3/E. This is a small town in Russia.

4/F. This is our village in Senegal.

5/B. My grandparents live in the suburbs of Paris.

6/C. There are many shops downtown.

Exercise D3

Narrator: Listen again and repeat the bold words in Exercise 1.

countryside

suburbs

downtown

city

town

village

E. Listen

Exercise E1

Narrator: Listen to the conversation. Circle the correct answer.

Lin: Good morning! I'm Lin.

Fatiha: Hi, I'm Fatiha.

Lin: Nice to meet you Fatiha. Where are you from?

Fatiha: I'm from Morocco. I from a small town called Tamesna. How about you?

Lin: I'm Chinese. I'm from Shanghai.

Fatiha: That's cool! Shanghai is a big city, right?

Lin: Yes! There are 24 million people there. I live near downtown. How many people live in Tamesna?

Fatiha: Well, it's small so only about 55,000 people live there. It's a suburb of Rabat, a much bigger city.

Exercise E2

Narrator: Listen again and write (T) for true and (F) for false.

See Exercise E1 above.

Lesson 2: I'm going to go downtown.

A. Vocabulary: Places around Town

Exercise A2a

Narrator: Listen to check your answers.

1. hospital
2. train station
3. hotel
4. museum
5. restaurant
6. bookstore
7. café
8. grocery store
9. mosque
10. bus stop
11. bank
12. bus station
13. pharmacy
14. shopping mall
15. cinema

Exercise A2b

Narrator: Now listen again and repeat.

See Exercise A2a. This recording includes pauses to allow students time to repeat.

B. Listen

Exercise B1

Narrator: Look at the map in Exercise A again. Listen and circle the places on the map that you hear in the conversations.

1.

A. I need a book for my science report.

B. The bookstore downtown is great.

2.

A. Do you want a coffee?

B. Sure. There's a nice cafe near here.

3.

A. Let's go to the mall this weekend.

B. OK. I need new shoes.

4.

A. Where are you?

B. I'm at the bus stop. The bus is late.

5.

A. Do you want to go to the museum sometime?

B. That sounds great. I love art.

6.

A. I visited my father at the hospital.

B. Is he sick?

A. No, he works there. He's a doctor.

7.

A. How do you get to school?

B. It take the train. The train station is near my house.

8.

A: I need to get some vegetables. We are making couscous tomorrow.

B: The grocery store across from the mosque has really delicious vegetables.

A: Thanks, I'll go there now.

Exercise B2

Narrator: Listen. What do the speakers want to get in the places they go? Write only ONE word.

1.

A. I need a book for my science report.

B. The bookstore downtown is great.

2.

A. Do you want a coffee?

B. Sure. There's a nice cafe near here.

3.

A. Let's go to the mall this weekend.

B. OK. I need new shoes.

4.

A: I need to go to the grocery store for some vegetables. We're going to make couscous tomorrow.

B: The grocery store near the mosque has delicious vegetables. They're cheap too!

A: Thanks, I'll go there now.

Lesson 3 DEAR: Drop Everything and Read

B. Listen

Narrator: Listen to the story. Were your guesses correct?

Red Flowertown

A long time ago, there was a small town in the countryside named Red Flowertown. All the people in the town grew red flowers. Everywhere you looked, you could see red. The people were so proud of their red flowers.

Amsu lived in Red Flowertown. He had one of the biggest gardens in the town. One day, an old woman named Hnia was traveling through town. Hnia stopped by Amsu's house to look at his beautiful red flowers. It was dinner time, and Amsu invited the old woman in for dinner. As she was leaving, Hnia gave Amsu a bag of seeds to thank him for the meal. Amsu put the bag in his basement. He forgot all about it.

In the spring, Amsu found the bag of seeds. He decided to plant them along with his red flowers. He put the seeds in the ground and watered them every day. One morning, Amsu woke up to find his garden full of blue, orange, yellow, pink and purple flowers! They were beautiful!

Soon, the whole town was at his house. They were angry! They yelled and screamed. They told Amsu he ruined Red Flowertown. They said, "This is Red Flowertown! You can't have different colors here!" Everyone stopped talking to Amsu.

A few weeks later, the king of a neighboring town sent his painter to Red Flowertown. He wanted a painting of the famous red flowers. The townspeople were so excited. When the painter arrived, he looked around at all the gardens of red flowers. Everyone hoped the painter picked their garden to paint.

But the painter stopped at Amsu's house. After seeing red roses everywhere, he was happy to see a garden with many different colors. He quickly got his paint out and painted Amsu's beautiful, colorful garden.

The king was very happy with the painting. He wanted to see Amsu's colorful garden in person. The next day, the king went to Amsu's house. The townspeople were very happy. Soon after, Red Flowertown changed its name to Flowertown. Amsu shared his seeds with the other townspeople and they all had beautiful gardens filled with many colors.

C. Read and Listen

Narrator: Read the story while you listen.
See Exercise B.

Lesson 4: The cafe is next to the library.

A. Vocabulary: Locations of Places

Exercise A2

Narrator: Listen to check your answers.
1/D. There's a bank to the right of the shoe store.
2/F. The bookstore is to the left of the post office.
3/A. The park is across from the train station.
4/E. The bus stop is in front of the bookstore.
5/H. The cinema is behind the grocery store.
6/G. The post office is on the corner of Carlos and Ghandi Streets.
7/C. The pharmacy is next to the school.
8/B. The café is on Alili Street.

B. Read

Narrator: Read the conversation while you listen. Underline the places the guests looking for.
Receptionist: Hello! How is your stay at Marrakech hotel going?
Guest: Wonderful – and we love the city! Can you tell me where the nearest bank is, please?
Receptionist: OK. Let's look at this map. There's a bank here. It's on the corner, next to the train station.
Guest: Great! Is there a museum nearby?
Receptionist: Yes. It's on the corner of Mohamed 5th and Al Massira Avenues. And the art gallery is across the street from the museum, next to the park.
Guest: Thanks. What about a good coffee shop?
Receptionist: Atlas Café is fantastic. It's to the left of the museum. And there's also a pharmacy just behind Atlas Café in case you need any medicine.

Guest: One last question please. Is there a good restaurant where we can have dinner around here?
Receptionist: Sure. There's a famous Moroccan one across from the hotel.
Guest: We'll try it! Thank you so much.

Lesson 6: How long is the Draa River?

A. Vocabulary: Geographic features

Exercise A2a

Narrator: Listen to check your answers.
1/H. Mount Toubkal is the highest mountain in Morocco.
2/A. My family likes to hike in Maamoura Forest.
3/C. We live near Toudgha Gorge.
4/E. We like to swim and camp at Tislit Lake.
5/G. The waterfalls in Ouzoud are fascinating.
6/F. The Draa River is the longest river in Morocco.
7/I. Legzira Beach in Morleft is on the Atlantic Ocean.
8/D. Lmssid Oasis is 15 km from Laayoune.
9/B. Ziz Valley is famous for Mejhoul dates.
10/J. The Chegaga Desert is in Zagora.

Exercise A2b

Narrator: Now listen and repeat the bold words in the sentences above.
forest
valley
gorges
oasis
lake
river
waterfalls
mountain
beach
ocean
desert

D. Quiz: How good are you at geography?

Narrator: Listen to check your answers.
Game show host: Welcome to our Moroccan Geography Quiz!! Are you ready to begin?
Contestant: Yes, I think so!
Game show host: Great. Let's GO!! Question 1. How high is Mount Toubkal?
Contestant: Ummm, oh...um... I think it's 4,167 meters high!
Game show host: You are right! Now for the next question...How long is the Draa River?
Contestant: Oh, I should know this. It's...oh...let me see. It's 2,100 km.
Game show host: Oooh - sorry. That's not correct. The Draa River is 1,100 km. You still have a chance to answer another question. How far is Tangiers from Essaouria?
Contestant: Oh, that's easy! I'm from Tangiers and my family goes to Essaouria every summer. It's 732 km.

Game show host: You are RIGHT! Now for the final question! How deep is Lake Tislit?

Contestant: Hmmm... I'm not sure. Is it 72 meters deep?

Game show host: Sorry, not quite. Lake Tislit is 27 m deep.

Contestant: Ahhhh, I was way off! (laughing)

C. Grammar in Context

Exercise C3

Narrator: Now listen and check your answers.

1. Toubkal is the highest mountain in Morocco.
2. Trash is one of the worst problems on Mount Everest now.
3. Dakhla has some of the most pleasant beaches in Morocco.
4. Antarctica is the coldest place on Earth.
5. Lake Victoria is the largest lake in Africa.
6. Casablanca is the busiest city in Morocco.
7. Spring is the best time to visit Ouzoud waterfalls.
8. K2, a mountain between Pakistan and China, is the most difficult mountain to climb in the world.

Lesson 8: Unit Test, Task & Self Assessment

LISTENING

Narrator: Listen and choose the correct answer.

1. Where is the bookstore?

A: Is the new bookstore next to the post office?

B: No, it's on Mohamed the Fifth Street, between plant shop and the jewelry store.

A: Oh, I thought the new bookstore was across from the jewelry store.

B: No...that's the bakery.

A: Thanks! I'll get a book and then walk across the street for some cake!

2. What is the teacher's nationality?

Teacher: Hello class. I am very happy to meet you today. I look forward to teaching you about graphic design. First, let me introduce myself. I was born in Germany, but I went to Canada for university. Then I moved to Morocco. There, I worked for a graphic design company. We helped people from countries all over Africa. I hope that my experience with graphic design in different countries will help make the class interesting for all of you.

3. Where do the friends decide to go?

A: I'm so happy it is the weekend. What do you want to do today?

B: I want to go to the mall to get some new shoes.

A: Oh, the day is too beautiful. I want to spend some time outside. Let's go hiking in the mountains.

B: I'm sorry I can't. I fell and hurt my ankle last week. I can't walk far yet.

A: Oh, I'm so sorry to hear that. I have an idea! Do you want to try the new Italian restaurant on Atlas Street? It has a pretty outdoor terrace with a garden. We can have a long outdoor lunch!

A: Oh, nice idea. I know the place. It's right downtown across from the art museum.

B: That's right.

4. Which place did the speaker like most?

A: How was your trip to Morocco?

B: Oh, it was amazing. Morocco is a beautiful country.

A: Where did you go there?

B: We went hiking in Akchour forest, rode camels in the Zagora Desert, and we visited Marrakech - the red city.

B: Sounds cool. What did you like best?

A: I loved everything. Hmmm... it's hard to say. Marrakech was fun and the desert was interesting. But I liked the waterfalls in Akchour forest the best. They were amazing to see!