Kingdom of Morocco

Ministry of National Education
Preschool and Sports

English Spotlight 3



Teacher's Guide

Year 3 of Middle School

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WELCOME TO YOUR ENGLISH SPOTLIGHT 3 TEACHER'S GUIDE!

Dear Teacher,

Welcome to the exciting journey of teaching 9th grade English!

This Teacher's Guide supports you in delivering English Spotlight 3 with practical tools, classroom strategies, and ready-to-use ideas. It will help you plan effective lessons, manage large classes, and continue growing as a teacher of English.

What makes this curriculum special?

- 🎧📖💬✍️⚙️ **Integrated skills approach:** Each lesson combines listening, reading, speaking, writing, vocabulary, and grammar. Research in language learning shows that skills are best developed together, not in isolation, because this reflects how communication happens in real life—for example, listening to a friend, asking questions, and then writing a quick reply online. Every lesson balances receptive and productive work so learners can both understand and use English with confidence.
- 💬✍️ **Speaking and writing at the center:** Students use new vocabulary and grammar right away, moving from controlled practice to fluent production. This active approach builds fluency and retention, develops balanced skills, boosts confidence, sparks motivation and creativity, and ultimately fosters autonomy as learners see progress and take charge of their learning.
- 🤹🎭 **Fun games and interactive tasks are the engine of learning:** They are not extras but central to classroom success, giving every student—even in large classes—the chance to practice and succeed. Gamification keeps learners motivated, reduces anxiety, and turns skill practice into a natural, enjoyable and effortless experience that drives real improvement.
- 📖👀🎧 **Reading and listening for different purposes:** They provide rich exposure to language in context, helping students expand their vocabulary and internalize grammar naturally. At the same time, these skills stimulate thinking, encouraging learners to process meaning, make connections, and reflect on new ideas. Beyond skill development, reading and listening also bring enjoyment and open doors to new perspectives.
- 📖🔗 **DEAR: Drop Everything and Read,** a first in Morocco's English curriculum, gives students dedicated time to read for pleasure with audio support and teacher guidance. DEAR builds a culture and love of reading, strengthens fluency, encourages dramatization and acting out to bring stories to life, and helps learners connect ideas from diverse texts to their own values and experiences.

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- 📚✨ **Extra DEAR Stories** at the back of the Student Book give Grade 9 learners more choice in what they read. This added variety helps teachers differentiate instruction more easily, so students at different levels can all enjoy success with reading. It also provides students more choice in what they read for pleasure.
- 🧰🚀 **Future-Ready Skills:** Each unit integrates key 21st-century, or transversal, skills—communicating, collaborating, connecting, taking responsibility, and thinking critically and creatively. These skills are explicitly highlighted in Lesson 5, and revisited across the student book and ILAB. By embedding them into regular classroom activities, the curriculum helps students succeed academically while also preparing them for the demands of life beyond school.
- 🌟 **Unit Tasks** At the end of each unit, students complete a mini-project that integrates all four skills as well as the unit's vocabulary and grammar. The purpose is to consolidate learning, provide a meaningful context for language use, and give learners the opportunity to demonstrate what they can do—through presentations, galleries, interviews, and other formats. These projects also foster creativity, collaboration, and learner autonomy, enabling students to transfer classroom learning into real-life situations.
- 🔎🎯🎉 **Self-assessment:** Self-assessment helps students take ownership of their learning by reflecting on what they can do, setting realistic goals, and celebrating their progress. This process builds responsibility, motivation, and confidence.

The Grade 9 English Spotlight Teacher's Guide is designed to make your work easier and more effective by stating clear unit outcomes and lesson objectives, providing procedures, step-by-step guidance, and ready-to-use ideas, tips, and strategies for every lesson. It also supports your professional growth by encouraging reflection and experimentation with new approaches and methods, helping you enrich both teaching and learning.

As a teacher, you open the door for students to use English with confidence. Through your guidance, encouragement, and the space you create for practice, every voice finds the chance to be heard. And remember: 💛 purposeful fun is not an extra — it is the spark that keeps learning alive.

May your classroom be filled with energy, discovery, and success — a place where both you and your students thrive.

The English Spotlight 3 Team

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ABOUT THE ENGLISH SPOTLIGHT 3 STUDENT BOOK

The Student Book is the core of the Grade 9 curriculum. It sets clear goals for language growth, provides structured lessons, and is supported by extra resources to help both teachers and learners succeed.

Level Focus & Scope

By the end of Grade 9, most students will reach mid A2, with some reaching A2+/early B1. Students are still working mainly with personal and familiar topics but also engaging with academic themes in age-appropriate ways.

Teachers can expect that by the end of the year, most students will be able to:

See Page 258 for detailed **performance standards by skill.**

- **Listen:** Understand gist and detail in short stories, conversations, and explanations; use information to complete a simple task.
- **Speak:** Communicate in connected sentences with detail; sustain exchanges; use everyday and topic vocabulary; show growing control of present, past, and future.
- **Read:** Find details, understand gist, and follow ideas in short texts; read for pleasure and for learning.
- **Write:** Produce short, simply organized paragraphs with sequencing and/or organizing words and basic complex sentences; use topic vocabulary and functional language for opinions, advice, and suggestions.

Resources to Support Teaching and Learning

Your Teaching Toolkit
- Student Book
- ILAB
- Teacher's Guide
- Digital Teacher's Kit

The curriculum is designed to give both teachers and students the tools they need for success. The Student Book is at the center of classroom learning, with integrated lessons as well as back-of-book resources including DEAR stories, vocabulary lists, grammar summaries, and verb tables. To extend learning beyond class, the Independent Learning Activity Book (ILAB) provides practice at home. The Teacher's Guide supports lesson delivery with strategies, tips, and ready-to-use ideas, while the Digital Teacher's Kit adds audio, curated video links and digital flashcards to make lessons more engaging. Together, these resources ensure that students experience English in multiple ways, inside and outside the classroom.

UNIT STRUCTURE

See Page 261 for **Guide to Using the Diagnostic Test** for step-by-step guidance.

The book begins with a short Welcome Unit. Students first take a diagnostic test to check what they remember from previous years, then do interactive review activities to refresh their skills.

The Welcome Unit is followed by five full units. Each unit follows a simple cycle: Build core skills → Read for pleasure → Learn and apply a Future-Ready Skill → Show skills in the Unit Task → Take a unit test → Reflect and self-assess.

Here's how each type of lesson contributes to the learning cycle:

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1. **Lessons 1, 2, 4, 6, 7 → Core Integrated Skills**

   🔄 **Focus = building core language skills and moving from controlled practice to freer and fluent communication.**

   - Integrated practice in listening, reading, speaking, writing, vocabulary, and grammar.
   - Frequent pronunciation and rhythm practice (listen and repeat, chants, etc.).
   - Short controlled speaking/writing tasks → freer role-plays, games, discussions, and writing outputs.
   - Real-world English functions and phrases highlighted in context.
   - Every lesson ends with a production task (spoken or written).

2. **Lesson 3 → DEAR (Drop Everything and Read)**

   🌿📖 **Focus = enjoyment, fluency, and connecting ideas from texts to students' lives.**

   - Students read with audio support to build confidence.
   - In Grade 9, texts include stories, folk tales, and biographies.
   - Emphasis on pleasure and engagement, not intensive reading and comprehension testing.
   - Fun activities to help students connect ideas and values to their own lives.
   - Some lessons lead to dramatization and acting out excerpts or dialogues from the story, allowing students to step into characters' roles and bring the text to life.

3. **Lesson 5 → Global Citizenship & Fun Review**

   🌍💡 **Focus = explicitly learning and applying a Future-Ready Skill.**

   Students read and/or listen to learn about a skill or strategy (for example, how to manage your money).

   - Students apply a tip or strategy in "real life," reflect, and set personal goals.
   - Varied activities give chances to practice teamwork and collaboration skills.
   - Includes opportunities to review and recycle language in fun, interactive ways.

4. **Lesson 8 → Assessment, Performance & Reflection**

   📄 **Focus = showing student performance through an integrated-skills task, a test, reflection.**

   - Unit test to track progress.
   - Unit Task: a student-chosen mini-project integrating all skills.
   - Stop & Check Progress: self-assessment, goal setting, and reflection.

Students don't wait until the test to show progress. They demonstrate skills at many points along the way — finding gist or detail in listening/reading, trying out controlled speaking or writing, and using English more freely in games, discussions, and short projects.

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ASSESSMENT FOR LEARNING

Assessment in English Spotlight 3 goes beyond unit tests and projects. Daily formative assessment can help both teachers and students perform well. They can focus on:

Learning: Are students understanding? Can they use the target language? Can they use it without a sentence frame yet?

Feelings: How comfortable do students feel with a new task? Do they enjoy a certain activity? How do they feel about the progress they're making?

Together, this information can help teachers respond in the moment during lessons, and plan lessons to best support students.

Try these tips for quick formative assessment:(bullet list here).

- Ask students to summarize one key idea from a reading or listening in pairs.
- Give a short exit ticket (a word, phrase, or sentence they learned).
- Listen in during pair or group work and note common strengths or errors.
- Check comprehension and comfort levels with a quick show of hands or thumbs up/ down.
- Ask one or two students to share their writing or response, then invite others to react.
- Let students do self-assessment: rate how confident they feel after an activity or circle a simple progress smiley at the end of the lesson.

When students reflect on their own learning, they build awareness and take responsibility. This sense of ownership is especially powerful in adolescence, when self-assessment can boost motivation, independence, and engagement.

⚠️ **Watch out:** Don't save all assessment for the unit test. If you only check progress at the end, students miss valuable feedback — and you lose the chance to adjust teaching in real time.

💛 **Golden Rule:** Use small checks in every lesson. Formative assessment is integral to teaching, not extra—it gives teachers clear insight for planning next steps and helps students recognize their progress, build confidence, and stay motivated.

THE HEART OF THIS BOOK: COMMUNICATING IN ENGLISH

At the center of both daily learning and ongoing assessment is communication in English — the skill students practice, show, and grow in every lesson. Everything students do in this book comes back to communication. These principles show how the book keeps it central in every lesson:

- **Speaking and writing drive learning.** Every unit gives students chances to produce English in short and long ways: from quick exchanges after vocabulary exposure, to role-plays, to individual and group writing tasks, to presentations.
- **Grammar and vocabulary are tools, not ends.** They are introduced in context, practiced at sentence level, and recycled through speaking, writing, reading, and listening.
- **Fluency comes through repeated use.** Students become confident when they use English again and again in different ways — through short exchanges, games, role-plays, writing, and presentations.

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- **Integrated skills accelerate language learning.** Listening and reading activities build core skills and supply interesting input; speaking and writing give students the chance to use it. Skipping production means skipping the most important stage of learning.
- **Games and interactive tasks are purposeful.** Though fun, they are not "extras" but carefully designed ways for students to practice and recycle language, especially in speaking.

⚠️ **Watch out:** Don't let communication get squeezed out by time pressure. If you skip production steps or treat games as "extras," students lose their main chance to use English and build fluency.

💛 **Golden Rule:** Don't skip production. Even a short exchange ("What do you usually do on Eid?") is a vital step toward fluency, giving students the experience of English as a real, usable language.

HOW INTEGRATED SKILLS LESSONS WORK

In this curriculum, skills are not taught in isolation. Listening, reading, speaking, writing, vocabulary, and grammar flow into one another through what we call the **Integrated Cycle**.

The Integrated Cycle means that students:

- **Encounter input** (vocabulary with pictures, a text, a listening, a song)
- **Practice and recycle language encountered** through different skills (reading, speaking, listening, writing)
- **Use it for meaningful communication** at their own level

... but these stages don't happen in a straight line. They overlap and repeat. For example, a short speaking exchange can set up a listening task. A reading might lead to grammar noticing, then sentence-level practice, which in turn supports writing or extended speaking. Even a simple vocabulary encounter can flow into a quick personalized pair speaking activity before students listen to a conversation with the same language. In every lesson, input and practice connect through mini-cycles that build toward fluent use.

Frameworks like PDP (Pre–During–Post), Input-Practice-Use, ECRIF-A (Encounter → Clarify → Remember → Internalize → Fluently Use → Self-assess), and others are useful for planning lesson segments and activities. The ultimate goal, whatever planning tools you prefer, is integration—ensuring that each skill connects to the others and leads to students using English to communicate.

How to Think About It as a Teacher

- **Think about language development:** Don't wait for students to 'master' every word or structure before moving on. They will recycle language across skills and lessons, building confidence, fluency, and accuracy gradually.
- **Every skill sets up the next:** Receptive tasks provide input for productive ones; productive tasks prepare students for deeper receptive work.
- **Balance drilling and meaningful practice:** Avoid spending too long on a single activity. Students will revisit and strengthen their language throughout different activities.
- **Grammar and vocabulary are tools, not endpoints**: They are always introduced in context and used for meaning. Practice always moves beyond the sentence-level.

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- **Fluency comes from integration:** Every lesson ends with speaking or writing that draws on students' growing repertoire.
- **Think about flow:** Don't expect one clean cycle per lesson. Instead, lessons move through several smaller cycles that connect and flow naturally.
- **Frameworks are tools:** PDP, ECRIF-A, and other frameworks can help you plan - they all fit inside the Integrated Cycle.
- **Flexibility is key:** Lesson planning frameworks may shift or even be replaced over time. Different tools can work effectively, as long as the focus remains on integrating skills to support student learning.

⚠️ **Watch out:** Don't expect one neat cycle per lesson or spend too long finishing every stage "perfectly." Integrated lessons move through smaller overlapping cycles, and students will deepen understanding and recycle the language through later tasks.

💛 **Golden Rule:** Trust the Integrated Cycle flow — receptive and productive skills always connect, and progress comes from moving through the cycle.

PLANNING INTEGRATED SKILLS LESSONS

Even though this book is carefully structured, a little planning helps lessons run smoothly. Start by looking at key points in the Student Book:

- **What students will learn** – Found immediately under each lesson heading. This shows the focus language and skills.
- **The final productive use activity** – Found at the end of each lesson. This is where students put it all together in fluent speaking or writing.

These two points show you the "destination" of the lesson. Together, they can be framed into a simple lesson objective**.**

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

Examples:

- Students will be able to use **celebration names, related activities vocabulary, and present simple** to **describe a celebration in writing,** and **guess the celebration in a communicative game**.
- Students will be able to use **past tense regular and irregular verbs, and sequencing words (first, next, then), to plan, write, and self-check a short paragraph** (with a topic sentence, two-four detail sentences, and a concluding sentence) about **a great summer day**.

Here are other tips to keep in mind when planning lessons:

- **Spot the quick personalization step**: After new vocabulary, students almost always get a short chance to use it in a personal way (often with conversation frames). Plan to give them a minute or two so everyone speaks in pairs, even briefly.
- **Check the input–output balance**: Notice how listening and reading tasks feed into speaking and writing. Make sure students get input before they are asked to produce.
- **Anticipate tricky points**: Think ahead about words or ideas that might be difficult. Prepare a small support (picture, gesture, sentence starter).

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- **Grammar always has a context**: In this curriculum, grammar never appears "out of nowhere." Students always meet it first in a real text or situation before noticing and practicing it more closely. Highlight this context for students.
- **Plan your timing**: Most lessons are designed to take one class period. However, some may require two. Review each lesson in advance, and if you expect to split it, plan a short and meaningful speaking or writing activity so the first class still ends with fluent use of English.

⚠️ **Watch out:** Don't spend too long "perfecting" one step (like drilling vocabulary or grammar). Students will recycle and refine language as they meet it again in speaking, listening, reading, and writing. Holding the class back means they miss the fluency-building stages.

💛 **Golden Rule:** Trust the cycle. Students don't need to master language in one step — they grow through repeated encounters and use across skills, gradually building fluency.

TEACHING THE SKILLS

Although skills are always integrated in real communication and throughout English Spotlight 3, it still helps to look at them separately. Each skill brings its own challenges and strategies, and students benefit when teachers are intentional about how they present, practice, and connect listening, speaking, reading, writing, vocabulary, and grammar. This section highlights the purpose of each skill within lessons, along with practical tips, common pitfalls, and a golden rule to keep learning on track.

Listening 🎧

Listening activities develop students' ability to listen actively and with purpose — never passively. Listening exposes learners to vocabulary and grammar in context, supports noticing of pronunciation, stress, and rhythm, and provides input for speaking and writing.

Purposes:

- Practice & Communicate (Lessons 1, 2, 4, 6, 7)
- Support Reading for Pleasure (Lesson 3, DEAR + Extra stories in the back of the book)
- Learn Something New (Lesson 5)

Tips for Teachers:

- Always set a clear purpose: "Listen to find out… / Who…?"
- Use brief listen-and-repeat for rhythm/pronunciation, then move to communicative use.
- Sequence tasks: gist → detail → short personal response.
- Let students check in pairs before whole-class feedback (more practice, peer support).

⚠️ **Watch out:** Don't play audio without a clear task. If students just "listen and hope," weaker learners get lost and stronger ones switch off.

💛 **Golden Rule:** Listening is never passive — always connect it to a response.

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Speaking 💬

Speaking activities throughout a lesson move from controlled practice to freer communication so students build both accuracy and fluency. Tasks recycle new vocabulary and grammar, reinforce pronunciation and rhythm, and create real communicative use.

📑 See Page 272 for **speaking rubrics** (teacher and student versions) to assess progress.

Purposes:

- Controlled speaking (frames, drills, Q&A) → builds accuracy
- Freer speaking (pair talk, role-plays, discussions, games) → builds independence
- Real-life fluency practice (unprepared role plays, sharing opinions, solving problems, planning, presenting) → where meaning matters most

Tips for Teachers:

- Don't skip short tasks (e.g., "Which adjectives describe you? Tell a partner.") — they help students remember and build accuracy and confidence.
- Balance controlled and freer speaking; both are needed for fluency.
- In large classes, use closed pairs so everyone speaks at once; then sample 2–3 students to share. Over the week, aim for everyone to share at least once.
- During fluency tasks, focus on ideas — don't overcorrect.

⚠️ **Watch out:** If only a few confident students speak in front of the class, most won't practice. Fluency grows from many short turns in pairs/groups, not long turns by a few volunteers. 💛 **Golden Rule:** Every student must speak in every lesson — whether in short exchanges or longer turns.

Reading 📖👀

Reading activities give students more than comprehension practice — they help them enjoy texts, use strategies, and connect ideas to their own lives. In Spotlight 3, reading is both a way to learn and a springboard for speaking and writing.

Purposes:

- Build Skills (Lessons 1, 2, 4, 6, 7)
- Read for Pleasure (Lesson 3, DEAR)
- Learn Something New (Lesson 5)

Tips for Teachers:

- Pre-teach only the key words needed for understanding. Let students discover other words through context.
- Focus on strategies: guessing meaning, scanning, and using visuals.
- Encourage silent reading first → check with a partner → then whole class.
- For DEAR: avoid comprehension testing — ask personal, open questions ("Which part did you enjoy?").
- Always connect reading to use: "Tell your partner one thing you learned."

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⚠️ **Watch out:** Don't turn every reading into a test. If students only answer comprehension questions, they lose interest and miss the chance to connect reading to their own ideas.

💛 **Golden Rule:** Reading is not only about the words on the page — always connect it to speaking, writing, or personal experience.

Writing ✍️

Writing activities help students organize and express ideas in sentences and short texts. Writing consolidates vocabulary and grammar from listening and reading, supports accuracy and clarity, and often links to speaking.

See Page 275 for **writing rubrics** (teacher and student versions) to assess progress.

Purposes:

- Short, purposeful tasks (notes, sentences, short paragraphs, posters)
- Guided writing (frames, models, scaffolds)
- Writing linked to speaking (write → share orally)

Tips for Teachers:

- Always connect writing to other skills (e.g., write first, then share).
- Provide models and sentence starters to support all learners.
- Encourage process: plan → write → self-check before handing in (simple checklist).
- Showcase writing (posters, read-alouds, wall displays) to give it value.

⚠️ **Watch out:** Don't make writing only about long, corrected assignments. At the A2 level, students learn more from frequent, short, purposeful writing than from one "perfect" text.

💛 **Golden Rule:** Writing is for using language and organizing ideas — keep it short and meaningful.

Vocabulary & Grammar ⚙️

Vocabulary and grammar are introduced in context and recycled across all skills so they move from recognition to active use. They are tools for communication, not ends in themselves.

Purposes:

- Vocabulary: introduced meaningfully (with pictures) and used in context, and recycled across listening, speaking, reading, and writing
- Grammar: encountered, noticed, clarified, practiced, then used communicatively

Tips for Teachers:

- Present vocabulary with pictures/audio, then personalize briefly.
- Recycle words and structures in varied ways—games, role-plays, pair work, short writing tasks, or simple drawing activities (e.g., sketch and label, draw-and-guess, comic strips).
- Use grammar noticing tasks (underline, sort, chart) before controlled practice.
- Run quick weekly review activities (quizzes, memory games, "last week's phrases" challenges) to keep language alive and strengthen long-term retention.

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⚠️ **Watch out:** Don't stop at sentence-level drills. If vocabulary and grammar stay isolated, students won't carry them into real communication.

💛 **Golden Rule:** Vocabulary and grammar are tools, not ends — always recycle beyond the sentence level, into speaking or writing.

MANAGING STUDENT-CENTERED LEARNING IN LARGE CLASSES

Student-centered learning is at the heart of this curriculum. Students only develop confidence and fluency by using English themselves — not by listening passively to the teacher or to just a few students answering in front of the whole class. Pair and group work are therefore essential, not optional, because they give every learner the chance to speak, listen, write, and show understanding, even in very large classes.

Good management makes this possible. With clear modeling, time limits, and routines, pair and group activities can be smooth, efficient, and highly productive. Teachers set the purpose, give instructions and model, and then step back to give students space to practice. While students work, teachers circulate to monitor, give quick feedback, and note common strengths or errors without interrupting fluency. Simple accountability structures — such as rotating who reports back or using quick share-outs — keep learners on task and ensure that all voices are heard. This approach also supports mixed-ability classes: stronger students extend their skills while weaker ones gain confidence through peer support. This balance of structure and independence is central to English Spotlight 3 — it is how students move from knowing about English to using it for real communication.

Tips for Large Classes:

- **Think–Pair–Share:** students think alone → talk to a partner → share to class.
- **Rotate pairs:** after one short task, switch partners and do it again. Keeps energy up and exposes students to more voices.
- **Roles in groups:** assign timekeeper, writer, speaker. Prevents a few students from dominating.
- **Noise control:** accept that pair work is noisier, but purposeful. Walk around, listen in, and join briefly. Use signals to reduce volume (whisper reminder, raise hand).
- **Clear signals:** establish quick ways to regain attention (lights, clap, "Eyes on me").

⚠️ **Watch out:** In pair work, keep it as "closed pairs" (everyone speaking at the same time), then call on just a few to share at the end. Over the course of every two lessons, aim to hear from all students in front of the class — but don't try to do this after every activity.

💛 **Golden Rule:** Use pair and group work as your main tool to give every student a voice. It turns large classes into active learning communities.

The Teacher's Role While Students Work

When students are in pairs or groups, the teacher's role genuinely shifts rather than shrinks. Monitoring is a form of active teaching because it allows you to observe learners in authentic use of language, catch misunderstandings early, and provide subtle feedback without breaking their flow. This presence builds **trust and respect**, as students feel that their efforts are valued and that the teacher is supporting them individually, not just the class as a whole. It also ensures accountability, since learners know their work is being seen and guided.

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Tips for Effective Monitoring:

1. **Quick Scan First** – As soon as the task starts, walk the room to check all pairs/groups are on task. Redirect quickly if needed.
2. **Listen, Don't Dominate** – Move close and listen in without interrupting too much. Note good language use as well as common errors.
3. **Support Lightly** – If a group is stuck, give a short prompt or re-model the instruction, then step back.
4. **Feedback Strategy** – Save notes and share patterns at the end:
   - Praise one or two strong examples you heard.
   - Correct one or two common mistakes for everyone (not singling out a student).
   - Take notes on recurring issues and plan targeted remedial practice for them in a later lesson.
5. **Vary Your Presence**– Move purposefully: sometimes stand at the back, sometimes circulate between rows. A calm, confident presence communicates positive authority—keeping students focused while still giving them space and ownership of their learning.

⚠️ **Watch out:** If you only hover at the front, students may go off-task or feel unnoticed. Monitoring isn't passive supervision — it's active teaching.

💛 **Golden Rule:** See monitoring as **leadership**. By listening, guiding, and giving feedback, you make practice meaningful and show students their voices truly matter.

UNIVERSAL DESIGN FOR LEARNING (UDL) AND THIS TEACHER'S GUIDE

This curriculum is built on the principles of Universal Design for Learning (UDL). UDL means designing lessons so that all students — whatever their background, learning style, or ability — can engage, learn, and demonstrate what they know.

In practice, UDL means:

- **Multiple ways to engage:** activities that motivate and interest different learners (stories, chants, games, discussions, projects).
- **Multiple ways to learn:** concepts are presented through listening, reading, visuals, movement, pair work, role-play, etc. Students don't only hear or read something — they see, do, and experience it in different ways.
- **Multiple ways to show learning:** students might speak, write, draw, role-play, or present. No one is limited to a single mode of expression.

This is why English Spotlight 3 integrates such a rich variety of tasks and formats: short exchanges that practice real-life communication, games that make fluency-building fun, DEAR stories that nurture independent reading, and projects that foster collaboration and critical thinking. Reflective writing gives students space for personal expression, while drawing, posters, and other visual tasks engage creativity and support visual learners. Presentations and role-plays build confidence in speaking to an audience. This variety is not accidental—it reflects the curriculum's learner-centered methodology and UDL principles by providing multiple means of engagement, representation, and expression. In doing so, it ensures that every learner, with different strengths and preferences, finds accessible and meaningful ways to participate and succeed in English.

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How the Teacher's Guide Supports UDL

Throughout this guide you will see Tip Boxes, which are color-coded and labeled to help you adapt activities. Differentiation is a core thread throughout Spotlight 3. You will see explicit differentiation tips in nearly every unit, helping you support weaker learners while stretching stronger ones — without needing to design separate lessons.

These include:

- Teaching Tips – practical classroom advice.
- Variations – other ways to run the activity, to engage more students.
- Differentiation – suggestions to provide diverse learners more support or challenge.
- Expansion/Extension – ideas to help students connect and go further.

These tip boxes help you apply UDL in real time. They show you how to:

- Engage teens in multiple ways (even reluctant learners).
- Involve every learner (not just the fast volunteers).
- Support weaker readers/writers without slowing others.
- Challenge stronger students so they stay motivated.

⚠️ **Watch out:** Differentiated instruction doesn't mean creating separate lessons for each learner. That can overwhelm teachers and isn't necessary.

💛 **Golden Rule:** UDL is about designing a lesson once and teaching it flexibly, so that all learners can succeed.

APPENDICES

- **Guide to Using the Diagnostic Test**
  Step-by-step instructions for administering, correcting, and using results
- **Performance Standards by Skill**
  Quick reference for expected student levels in listening, speaking, reading, and writing
- **Speaking Rubric**
  Clear criteria for assessing oral performance; teacher and student self-assessment versions
- **Writing Rubric**
  Clear criteria for assessing written performance; teacher and student self-assessment versions

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Middle School Grade 9 Content Map

Welcome back! **page 22**	📝 **Take the "What do I remember?" Test!** 1. 📚 Check your grammar, vocabulary, listening, reading & writing. 2. 🎯 Learn about your results & set a personal goal for the year.

	Topics & Functions	Vocabulary	Grammar
Unit 1 **Tell me about your summer!** **page 47**	**Topic:** Summer activities, experiences & memories **Functions:** 💬 Talk about past events & experiences ❓ Ask Wh - & H - questions about the past 🗣️❗ Show interest in conversations with exclamations 🗣️ Tell stories with sequencing words	🌞🌍 **Summer activities** (visit, travel, surf, hang out...) 🙂 **Feelings & experiences** (awesome, cool, awful, terrible...) 🤝 **Helping & community actions** (volunteer, join a competition...) ⏩ **Sequencing words** (first, next, finally...)	⚙️ Use grammar as a tool: **talk about past events** with regular & irregular verbs ⚙️ Use grammar as a tool: **ask questions about the past**

🚀 **Future Ready Skills:**
- 💬 **Communicate:** tell stories, ❗ exclaim with interest, 🗣️📢 give short talks.
- 🤝 **Collaborate:** play games, roleplay & share stories.
- ✍️ **Reflect:** write about summer experiences & a special day.
- 💡 **Think critically:** guess, order and explain in stories & games.

	Topics & Functions	Vocabulary	Grammar
Unit 2 **Join the club!** **page 87**	**Topic:** School clubs, activities, values, and money choices **Functions:** 💬 Describe personality traits & life experiences 👍 Recommend clubs & give reasons 🗣️ Share and compare opinions & preferences about clubs ❓ Ask & answer questions about life experience	🎭 **Clubs** (student council, gaming club...) & **activities** (perform, plan, create...) 🙂 **Personality adjectives** (friendly, shy, kind...) 💪 **Values words** (hard work, courage...) 💰 **Money words** (earning, budgeting...)	⚙️Use grammar as a tool: share life experiences with **present perfect** (have/has + past participle) ⚙️Use grammar as a tool: ask **questions in present perfect** ⚙️ Use grammar as a tool: choose **present perfect** for experiences and **past simple** for when they happened

🚀 **Future Ready Skills:**
- 💬 **Communicate:** share opinions about clubs & 🗣️📢 present a new club.
- 🤝 **Collaborate:** design a new club & vote on ideas.
- 🙂 **Understand people:** describe personalities & good teammates.
- 🔗 **Connect:** learn from **RedOne's story** & link it to your dreams.

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✨ **Review & Refresh!**

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

Speaking & Listening	Reading & Writing	Global Citizenship
🎧🔎 Listen to **Amenzu's Summer & The Ice Cream Incident** 💬↔️💬 Talk about past events & show interest with ❕ exclamations and ❓ questions 🎤 Practice **–ed endings** in past tense verbs 🎵 Chant **Summer Fun** for rhythm 👧 Play games & 🎭 do roleplays to practice speaking	👀🔎 Read **conversations about summer** for details 📖 DEAR: **The Summer Adventure** & connect it to your memories ✍️ Follow the writing process to create a clear paragraph about a special day ✍️ Use sequencing words and time expressions to organize ideas	🚧 Use strategies for learning English (movies, music…) 🎯 Set a goal & practice a strategy 💪 Be brave, learn from mistakes & keep trying 🔎 Do a self-check and reflect on English progress 🎉 Celebrate success & build persistence (not giving up)

🔗 **Connect:** link The **Summer Adventure** to your own memories.
🚧 **Use strategies:** try independent learning tips.
🎯 **Set goals:** plan English-learning strategy to practice at home.

🌟 **Unit Task:**
🎨 **Create** a summer poster, a comic, or verb flashcards.

Speaking & Listening	Reading & Writing	Global Citizenship
🎧🔎 Listen to conversations about **clubs** 💬↔️💬 Give and ❓ ask for opinions and 👍 suggestions about clubs 🎧🔎 Listen to a talk, **Smart with Money** 💬↔️💬 Talk about life experiences 🎵 Sing **I've Found a Club** for rhythm practice 👧 Play games & 🎭 do roleplays to practice speaking	👀🔎 Read **club** posters for details 📖 Read **Marty & the Animal Club** & 🗣️ retell 📖 DEAR: **RedOne** and connect it to your dreams & values 👀🔎 Read a **Smart with Money** poster to learn & apply new information ✍️ Write a camp profile & a paragraph about your life experiences ✍️ Give reasons & details when writing	🚧 Learn money strategies: earn, save, spend, budget & be kind 🎯 Set a personal goal for managing your money 🌍 Think about values in how you use & share money 🤝 Practice teamwork & fairness when choosing clubs 📊 Create a budget for a school club 🔎 Self-check and reflect on English & money habits

💰 **Be responsible:** make smart money choices & a club budget.
🎨 **Create:** design a club profile, camp post, and a song title.
💡 **Think critically:** compare clubs, solve problems, explain choices.

🌟 **Unit Task:**
🛠️ Design a life timeline, a class survey about experiences, or invent a new club!

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	Topics & Functions	Vocabulary	Grammar
Unit 3 **Let's celebrate!** **page 127**	**Topic:** Celebrations, invitations & festivals around the world **Functions:** 🗣️ Invite someone & respond to invitations 💬❓ Ask for, give & respond to suggestions 👥 Describe what people do/ wear on special occasions 🗣️ Express opinions about celebrations	🎊 **Special occasions** (graduation, Throne Day ...) 🎉 **Celebration activities** (decorate, watch fireworks...) 👗👔 **Clothes & fashion for special occasions** (caftan, suit, costume...)	⚙️ Use grammar as a tool: **make suggestions** (How about + verb ing? Why don't we + base verb? You should + base verb.) ⚙️ Use grammar as a tool: talk about **future arrangements with present continuous** (I'm visiting... / We're having... / Are you going...?)

🚀 **Future Ready Skills:**
- 💬 **Communicate:** invite, give/ask for suggestions, 🗣️📢 present a special occasion.
- 🤝 **Collaborate:** plan celebrations, role play invitations, complete team tasks.
- 🔗 **Connect:** relate **Isli & Tislit** to your own life & values.

	Topics & Functions	Vocabulary	Grammar
Unit 4 **They changed the world!** **page 173**	**Topic:** Inventions, inventors & how they change lives **Functions:** 💬 Describe inventions & their impact on daily life 🙂 Describe & ❓ ask about habits in the past & present ❓ Ask for & 🗣️ give opinions 🗣️ Discuss the usefulness of inventions	📱 **Everyday inventions** (tablet, Wi-Fi, scooter ...) 🛠️ **Inventions & inventors** (wheel, medicine...) 🚧 **Strategies** (avoid, plan, procrastinate, take action...)	⚙️ Use grammar as a tool: talk about **past habits** with used to / didn't use to ⚙️ Use grammar as a tool: ask for & give **opinions with would**

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

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Speaking & Listening	Reading & Writing	Global Citizenship
🎧🔎 Listen for details in **Planning Finn's Party** 💬↔️💬 Give, ❓ ask for, & respond to suggestions 🎧🔎 Listen for details about **Festivals** 💬↔️💬 Describe what people do on special occasions 💬↔️💬 Invite someone & respond to an invitation 🎧🔎 Listen for details about **Weekend Plans** 💬↔️💬 Talk and ❓ ask about future arrangements 🤹 Play games & 🎭 do roleplays to practice English	👀 Read **Teen Forum** posts & ✍️ write suggestions 📖 DEAR: **Isli & Tislit** and connect it to your ideas about love & peace 👀🔎 Read **posts** about **world festivals** (Carnaval, Fantasia, Diwali…) for details ✍️ Write a paragraph about a special occasion ✍️ Use time expressions & details when writing	🚧 Learn & use teamwork strategies (communicate, cooperate, contribute) 🤝 Solve challenges using teamwork skills 🎯 Set group goals & complete team projects 🔎 Self-check and reflect on English & teamwork skills

💡 **Think critically:** compare celebrations, choose good suggestions, explain choices.
🚧 **Use strategies:** apply teamwork tips & group skills.
🌟 **Unit Task:**
🎨 **Create** a slide show, a poster, or a performance about a celebration.

Speaking & Listening	Reading & Writing	Global Citizenship
🎧🔎 Listen to interviews about inventions 🎤 Say years (nine oh nine) & numbers clearly (six**teen/six**ty) 🎧🔎 Listen to talks about inventions and the fields they help 🎧🔎 Listen to a talk on **avoiding procrastination** 💬↔️💬 Give and ❓ ask for opinions about inventions 🎧 Listen for opinions about strange inventions 💬↔️💬 Compare past & present using **used to**	👀🔎 Use **context clues** to guess the meanings of new texts 📖 DEAR: **The William Kamkwamba Story** & connect it to your ideas & values 📖🔎 Read **The Story of the Smartphone** for details 👀🔎 Read **inventor bio cards** for key information ✍️ Write a paragraph about an invention ✍️ Use time and sequencing words & phrases to organize ideas	🚧 Get Ready–Do–Done method to complete school tasks! 🎯 Set a personal plan to stop procrastinating & apply it 💪 Build persistence & responsibility from inventors' stories 🤝 Work together to play learning games 🔎 Self-check and reflect on English & avoiding procrastination

💡 **Think critically:** compare past & present, decide useful inventions, explain why.
🎨 **Create:** design an invention, ad, or learning game.
🌟 **Unit Task:**
🛠️ **Design** a board game or a trivia quiz or make a podcast about inventions.

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	Topics & Functions	Vocabulary	Grammar
Unit 5 **The future is ours!** **page 215**	**Topic:** Future dreams, goals & careers **Functions:** 💬 Talk about future goals, plans & dreams ❓ Ask & answer questions about plans 🗣️ Express levels of certainty 🗣️💡 Ask for, give & respond to advice about the future	🎯 **Goals & dreams** (job, family, money…) 👩‍🎓 **Careers & study areas** (tourism, hospitality, plumbing…) 📊 **Survey & data words** (pie chart, graph, results, percentage)	⚙️ Use grammar as a tool: **express level of certainty** with will, might, won't ⚙️⏱️ Use grammar as a tool: **prepositions of tim**e (in, at, on) ⚙️ Use grammar as a tool: use the **first conditional (If** I try, **I will** succeed.) to talk about future results

🚀 **Future Ready Skills:**

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

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Speaking & Listening	Reading & Writing	Global Citizenship
🎧🔎 Listen & take notes about **teens' skills and goals** 💬↔️💬 Give and ❓ ask for suggestions about fields of study/careers 💬↔️💬 Arrange a time to hang out with a friend 🗣️📢 Plan & give a talk about how to succeed in middle school 🗣️📊 Present and explain survey results to classmates	👀🔎 Read a **report & a graph about teen goals** for details 📖 DEAR: **Asmae's Journey to a Brighter Life** & connect it to your life/values 👀🔎 Read **Tips for the Future and Exam Success** for details 📖🔎 Read **Tafoukt & Adam's texts about plans** & identify their levels of certainty ✍️ Write an email about your future plans and goals ✍️ Create & explain a pie chart from survey results	🇲🇦 Learn & use exam success strategies 🎯 Set academic & career goals 💪 Build perseverance & a positive mindset about the future 🔎 Self-check and reflect on English & exam readiness

🔗 **Connect:** link themes in **Asmae's story** to your experience.
🎨 **Create:** design pie charts, write dreams, create future stories.

🌟 **Unit Task:**
🛠️ **Design** a solution to a problem or create a survey or a slide show about future plans.

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Welcome Back!

How much English do you remember?

Unit Theme

This Welcome Back unit helps students recall what English they remember and review key content from Middle School Year Two. It revisits a wide range of themes, including activities, occupations, food, clothing, places around town, geographical features, body parts, and common ailments. Most importantly, its overarching purpose is to re-engage students with English and guide them in setting goals for the year.

Unit Overview

This unit has two parts:

1) The "What do I remember?" diagnostic test
2) Review activities

In the first part, students take the "What Do I Remember?" diagnostic test, which covers listening, vocabulary, grammar, reading, prewriting, and writing.

In the second part, students recall, review, and practice previously learned language through engaging pair and small-group activities. They use conversational English with real-world phrases such as hang out, take a seat, and awesome. They also review grammar and vocabulary related to occupations, clothing, food, places around town, geography, body parts, and ailments. Students get an opportunity to write a short conversation based on a scenario of their choice and read a text about a Moroccan man's job and hobbies, answering comprehension questions. The unit concludes with the Question Challenge game, which reinforces all the themes from the Middle School Year Two curriculum.

Learning Objectives

Students will ...

- take the "What do I remember?" test.
- check their grammar, vocabulary, listening, reading and writing.
- learn about their results and set a personal goal for the year.
- engage in pairwork activities and play games.
- practice vocabulary and grammar specific to the following themes: occupations, clothing, food, places around town, geography, body parts and physical ailments.

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!Welcome Back!

Take the "What do I remember?" Test

Objectives

Students will...

- check their listening, vocabulary, grammar, reading, pre-writing and writing skills.
- learn about their test results and what they mean.
- Apply what they learned about their results to set a personal English goal for the year.

Important: It is recommended that the test be delivered over 2 lessons:

Lesson 1: Listening, Vocabulary and Grammar (total time: 45 minutes)

Lesson 2: Reading, Pre-writing and Writing (total time: 50 minutes)

Lesson 1: Diagnostic Test (Parts A–C)

Before you start (2–3 minutes)

- Explain the purpose. Say, Today we will do a short test. It shows what you remember and what we need to practice. It is not for a big grade. Do your best and relax.
- Set the tone. Say, Work quietly. If you have a question about instructions, raise your hand.
- Materials & page check. Make sure everyone has a pen or pencil and an eraser before starting. Then say, Open your book to the test. Put your finger on Part A: Listening. This is where you write.
- **Stress Academic Honesty and the Formative Nature of the Test:** Remind students that the diagnostic is not about grades or penalties but about identifying what they remember and what they need to review. Cheating undermines this purpose. Assure them that all students will have the chance to revise and learn from their performance, and that low scores will not count against them. Emphasize that mistakes are valuable because they highlight areas for reinforcement and remedial work, paving the way for real progress.

Part A: Listening

A Listening

- Get ready. Say, We will start with a listening test. Look at the questions. You will have time to read them. You will listen two times. Now I will start the audio.
- Play the audio. (The audio includes the instructions and time for students to read the questions. It will automatically play a second time and give students



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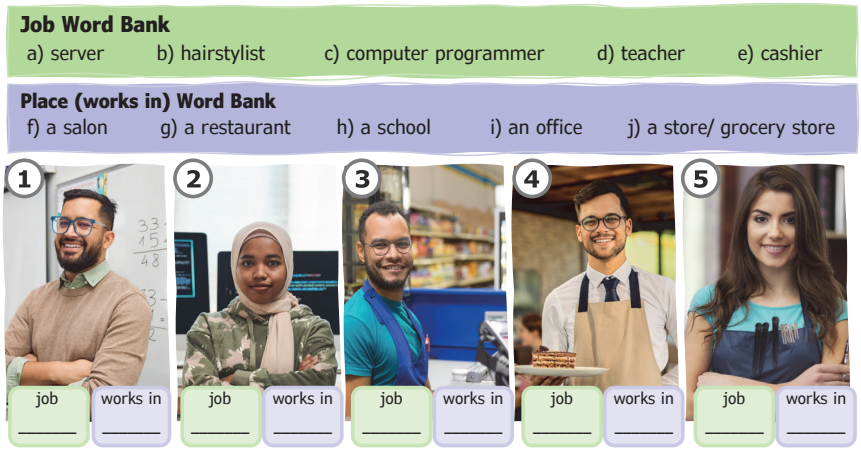
time to finish writing their answers. Unless there is an emergency, do not stop the audio until the end of the test.)

- After the listening test, immediately move to the Grammar and Vocabulary tests. When the narrator says, "That is the end of the test," stop the audio. Tell students, That is the end of the listening test. Now let's start the Vocabulary and Grammar test.

Parts B & C: Vocabulary + Grammar (30 minutes total)

B Vocabulary

C Grammar



- Write the start and end time for the test on the board (Start: _____: ____ End: ___ : ____). Say, You have 30 minutes for Parts B and C. Work alone. No talking.
- Give time checks. At 15 minutes left, Say, 15 minutes left. At 5 minutes left: Say, 5 minutes left. Please finish up.
- End on time (do not extend). When the time is up, say, Stop. Pencils down.
  If students ask for extra time, say, I'm sorry. This is a timed test. We cannot add time.

Lesson 2: Diagnostic Test (Parts D–E)

Part D: Reading (20 minutes)

D Reading

- To start, remind the students that we will take the 2nd part of the "What do you remember?" Test today. Remind students that this test is only to help them know what they remember and what they need to practice more. Encourage them to relax and do their best.

A Family Business & My Future Dream



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

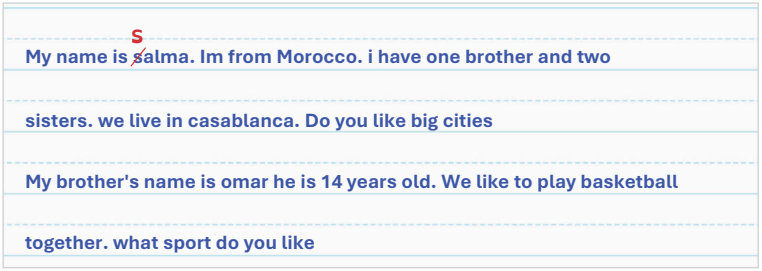
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- Tell them that they will complete two parts – reading and writing. Then say, Open to page 13. Point to D, Reading. Make sure all of the students are pointing to the right place in their student books. Tell students, There are two readings – this one and one on page 14 (show your book). Read both and answer the questions in your book.
- Write the timing on the board (Start: ____ : ____ End: ____ : ____) and say it aloud, You have 20 minutes.
- Give time checks when there are 10 minutes left and when there are five minutes left.
- End on time and move on immediately. Say, That is the end of the reading test. Please stop writing. Put your pen or pencil down.
- Lead students to stand up, stretch to the sky and smile. Then ask them to sit down and get ready for the writing test.

Part E: Writing (30 minutes)

E Writing

- Start and guide the process. Say, Part E, is a writing test. Look on page 15. Hold your book up and gesture to the parts of the writing test: Say, First you will correct mistakes. Second, you will put sentences in order. After that, you will put a paragraph in order. Finally, on page 16, you will write a paragraph.



- Write the timing on the board (Start: ____ : ____ End: ____ : ____) and say it aloud, You have 30 minutes for all parts of the writing test.
- Monitor. After about 10-12 minutes, students should move to the final writing task. Say, You have 20 minutes left. Try to start the final writing task now.
- Monitor. If you see a student struggling with the first set of three tasks, encourage him or her to move on to the final task.
- End on time and do not extend, even if students ask. Say, That is the end of the writing test. Please put your pen or pencil down.

Teaching Tips

- If a student finishes early, you can say, Sit quietly and check your answers.
- Maintain a calm, quiet environment so everyone can concentrate. Remind students to raise their hand if they need help (without calling you), and wait quietly until you can assist them.
- Do not extend the time limit. The purpose of the test is to see what students can do within the set time.

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After the test: Marking + Learning Procedure for the Diagnostic Test

Activity objective: Help students understand the correct answers, learn from mistakes, and build strategies for future tasks — while saving teacher time in large classes AND ensuring that the teacher gets an individual set of scores for each student.

Step 1 — Prepare for Peer Marking

- Tell students that we will check answers together. Say, We will check the answers together. You will mark your partner's paper. Be fair and careful.
- Emphasize that honesty is very important at this stage. The diagnostic is formative, so there are no penalties for low performance. Accurate marking helps identify what students really know and what they need to review, which will guide reinforcement and remedial work.
- Have students swap papers with the person next to them (or in front/behind them).
- Tell students **not** to change answers — they should only mark them correct (✓) or wrong (✗). Say, Be honest so we can help you — honest marking shows what you really know and helps the teacher plan review and support.

Step 2 — Whole-Class Active Answer Checking

For all except the Task 4 of the writing section, you can use one (or more) of the quick-response techniques to mark the tests while helping students learn. As you progress with marking the test with the class, remind students to keep marking every question (not changing answers).

> **Teaching Tip**
>
> **Managing the noise:**
>
> Active answer-checking can get noisy. Set clear expectations at the start (e.g., "Only answer when called on" or "Use quiet voices"). Remind students that quick, focused responses keep the activity moving. If the noise level rises, pause briefly, signal for silence, and then continue.

1. Call-Out + Reason

- Say: We will begin with listening. Look on page 10. What letter is the first picture? Who thinks it is A? Raise your hand. Who thinks it is B? and so on. After taking a class vote (quickly), share the correct answer.
- Ask 1–2 students, Why is that correct?

2. Show of Fingers (for multiple choice)

- Students show 1 finger for A, 2 for B, etc.
- Notice common wrong answers — briefly explain why they're wrong before revealing the correct one.

3. Find the Clue (reading/listening)

- Ask: Where is the clue in the text? or What did you hear that gave you the answer?
- Have students point to the line in the reading or say the phrase from the audio.

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Welcome Back Key

Diagnostic Test

A. Listening

1

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

2

Conversation 1: go to the doctor, don't go to practice, get some rest
Conversation 2: yogurt, eggs
Conversation 3: red dress, white blouse, black skirt
Conversation 4: between the café & the cinema
Conversation 5: The mother is a doctor. The father is a journalist.
Conversation 6: uses email, shops online, posts photos on social media, watches video

B. Vocabulary

1

1. d, h
2. c, i
3. e, j
4. a, g
5. b, f

2

1. friendly
2. mountain
3. vegetables
4. sneakers
5. leg
6. burn
7. food and drinks
8. river

C. Grammar

1

a) doing
b) some
c) hardly ever
d) their
e) are wearing
f) any
g) are going to celebrate
h) learning
i) am doing

2

a) d
b) f
c) h
d) c

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e) a
f) m
g) j
h) l
i) i
j) n
k) o
l) k

3

1) I'm surfing
2) Some
3) Them
4) I play
5) Were
6) Expensive
7) cheaper

D. Reading

1

a) three/3
b) (on) Main Street (across from the cinema)
c) She enjoys meeting and talking to new people.
d) On weekends and during school holidays
e) Work with animals/help sick animals/be a veterinarian/be a vet

2

1. She has a headache and a sore throat.
2. Yes
3. 5-6 hours
4. Eat vegetables
5. Stay at home

E. Writing

1

My name is Salma. I'm from Morocco. I have one brother and two sisters. We live in Casablanca. Do you like big cities?

My brother's name is Omar. He is 14 years old. We like to play basketball together. What sport do you like?

2

a) 4-1-2-3 (Lina enjoys painting in her free time.)
b) 3-1-4-2-5 (Every Saturday, she goes to an art class with her cousin.)
c) 2-3-1-4 (She paints flowers and animals.)

3

5-2-1-3-4

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

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

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

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

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

4

Use the writing rubric in the Diagnostic Test Guide.

Teaching Tip

- If time is short, focus explanations only on the questions most students got wrong — this maximizes learning without slowing the pace.
- Encourage students to listen to explanations so they can avoid the same mistakes in the future.

Step 3 — Return and Record Scores

- When all answers are checked, ask students to return the papers to their owners.
- Ask students to count the number of correct answers for each section. Say, count the number of correct answers in the listening. Then write the score on Page 17. (Show with your book).
- Monitor to ensure that students are on task and accurately writing their scores in Activity F1. Ask students to count up the scores for each section. Note that the pre-writing score is the total of writing tasks 1-3.
- Finally, collect the scores from each student. So that students don't have to tear a page from their student book, ask them to use a piece of paper. Ask students to write their name clearly at the top of the paper. Tell the to write the name of each section and the score. Write the list on the board so that students all write the scores in the same order.

1. Listening: ___ / 12
2. Vocabulary: ___ / 18
3. Grammar: ___ / 28
4. Reading: ___ / 10
5. Pre-writing (Writing tasks 1-3): ____ / 25 points
6. Writing: ___ / 30 points

TOTAL: _____ / 123 points

- Monitor to ensure all students have checked and written their scores. Collect all of the papers and enter the information into your record book.
- Remind students that being honest in recording their scores is part of being a responsible citizen and showing respect for themselves and others. Honesty helps build trust in the classroom community and shows good behavior that will benefit them in school and in life.
- Tell students that you will give them their writing scores next class.

Special Teaching Tip

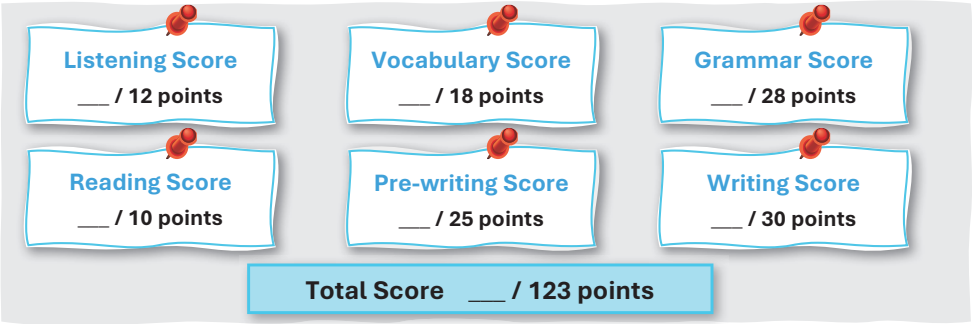
Use the Diagnostic Test Guide in the appendix of this teacher's guide. It include:

- More details about the test
- A rubric to mark the Writing Task 4.
- Guidance on how to analyze scores.
- Suggestions for how to support students, based on their results.

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F Understand your Test Results

Activity Objective: Students learn what their scores mean, and identify their strong points and areas to improve.



1.

- Remind students of the purpose of the test. Say, These scores help me, as your teacher, see what our class needs to review. They also help you understand which skills you need more practice with, so you can feel more confident and comfortable using English.
- If not already done previously, ask students to write the score for all sections, and then tally them and write their total score.

2.

- Point out the score ranges below the texts. Give students time to silently read the analysis that corresponds to their total score.
- Read each overview aloud and have students listen and follow along. As you read, use gestures to support engagement and clarify the meaning.

Teaching Tip

Some students may feel anxious about their test results, especially if they think they performed poorly in certain sections. Reassure them that every class has a range of skill levels, and all students have different strengths and areas to improve. As a teacher, remind them with statements such as:

- "This test is not about grades. It shows me what to review with the class."
- "Everyone is good at some things and needs more practice with others. That's normal."
- "Mistakes are not failures — they show us what to work on so you can get stronger."

- Pair students to discuss their recommended "next steps." Provide sentence stems on the board to support the use of English: My next steps are ... / I need to ... / I am going to ...

Teaching Tip

Deciding where to offer remedial support

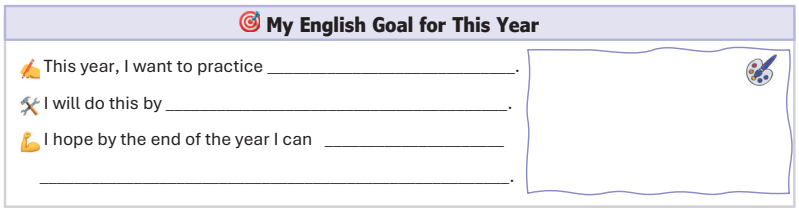
After correcting the diagnostic, the teacher may wish to examine the underlying reasons behind common mistakes (e.g., verb tenses). The teacher can also take students' papers home, analyze

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the results, and then plan targeted remedial activities or teaching tasks to address gaps and strengthen these specific areas. The review activities in the next section of the student book may serve that purpose. You can also use material from the Grade 8 student book or ILAB, or create additional worksheets and activities that target specific language/skills where your students need most help. If time allows, after reviewing and practicing, give students a "mini-check" test to see if they demonstrate improvement.

G Set a Goal for your English Learning

Activity Objective: Students reflect on their diagnostic results to identify areas for improvement, then set a personal English learning goal for the year. They explore practical next steps, express what they want to achieve by year's end, and visualize success to increase motivation and ownership of their learning.



- Point out the box and call on a student to read the heading.
- Have students look back at their scores in Activity F and notice areas where their scores were lower. Say, Look at your test scores. Which areas do you think you need more practice in? Elicit responses from several students and write them on the board, for example, (Listening, Speaking, Grammar, etc.)
- Point out and read the top line aloud, This year I want to practice … Say, Decide on something you want to focus on in English this year. Write your goal on the first line.
- To help students get ideas for how to achieve their goal, have them look back at the texts in Activity F2. Say, Now look at the "Next Steps". Which ones would be helpful for (Listening, Speaking Grammar, etc.) Write the suggested next steps on the board under the skills they support, for example, Listening: listen to podcasts, watch videos. Elicit one or two additional suggestions to support each skill.
- Say, Now think of something you would like to be able to do by the end of this year. Elicit examples from the class, for example, *I want to perform and sing my favorite song in English; I want to post videos in English on my social media. I want to tutor my sister in English.* Give students time to write their goals.
- Say, Now draw a picture of yourself after you have achieved your English goal. Have students share their goals and pictures in pairs.

Expansion Idea

Create an "Our English Goals" bulletin board. Have students complete Activity G on a separate sheet of paper, so you can post them on the board and students can see their own and their classmates' goals.

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Welcome Back: Review & Refresh!

Objectives

Students will...

- meet and reconnect with classmates by using familiar greetings and asking questions in English.
- through games and activities, practice using vocabulary, expressions and grammar learned in grade 8 (and grade 7).
- write and perform a conversation related to a real-world scenario (ordering food, shopping, visiting a doctor).
- read and answer questions about a text.
- integrate vocabulary, expressions, and grammar while speaking through a board game that personalizes various topics from grades 7 and 8.

Warm up

Activity objective: Students learn/remember classmates' names and review English pronouns.

- On the board write the following sentence frames: My name is _____. I had a _____ summer. His/Her name is _____.
- Say, We're going to do a quick review of our classmates' names. It's a memory game. But before we do that, let's write down as many adjectives to complete the second sentence. What kind of summer did you have?
- Elicit adjectives such as: *good, great, awesome, fun, so-so, boring*, etc. Write the ideas on the board.
- Point out the sentence frames. Say, Now, it's time to play. First, say all the classmates who went before you, then say your name and how your summer was. I'll start the memory game. My name is Mr./Mrs./Ms. _____. I had a great summer!
- Turn to the student nearest you and elicit that he/she say your name and then say his/her name and how their summer was. *(His/Her name is _____. My name is _____. I had a _____ summer.)*
- Point to the next student and elicit that they say your name, the first student's name and then their own name. Continue this until you have gone around the room.
- Close the activity by having everyone chorally say everyone's name.

Teaching Tip

It's important for all students to know and use their classmates' names. It creates a welcoming, inclusive classroom where all students feel valued and respected. Knowing and saying each other's names provides better engagement and rapport between teachers and classmates which enhances the learning experience.

- Make eye contact
- Use students' names frequently
- When modeling an activity, include using names as a part of the activity (for example: Ahmed: Hi, Jo. What do you think of scary movies? Jo: Oh, oh, oh, they totally frighten me! How about you, Ahmed?
- While monitoring, encourage students to address each other by name throughout activities.

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Variation Idea
If the class size is too large to do this activity with the whole class, break the class into groups of 10. For each student to learn all the classmate's names, do this a few times throughout the first few weeks of class but mix up the groups so they are with different classmates each time.

A Real-world Communication: Welcome Back!

Activity objective: Students review real-world phrases and expressions in structured exercises before using the expressions in a mingling activity.

1.

Expression	Meaning
1. Nice to see you again.	a) That's really great.
2. How's it going?	b) Good to meet you for the first time.
3. Sit down, please.	c) I'm happy to see you again.
4. Nice to meet you.	d) Please take your seat.
5. That's awesome.	e) How are you?

- Point out the two columns in the exercise (Expression / Meaning). Say, Match the expression on the left to the meaning on the right. Let's do one together.
- Say, What is the meaning of *nice to see you again*? Elicit c, I'm happy to see you again. Say, Let's write c for #1.
- Say, Now do the rest and then compare with a partner.
- Monitor their work. Provide support when needed.

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

2.

- Point out the words in the box and the conversation. Say, Now, we're going to write the words from this box in the conversation.
- Do one together if necessary or have them complete it on their own.
- Have pairs compare their answers then review the conversation with the class by asking various students to read the lines aloud. Write the answers on the board as they are read aloud.

Teaching Tip
Classroom management can be especially challenging in large classes, where it is important to keep all students engaged and on task. To support this, make sure students can both hear and see the correct answers. As you review the answers aloud, also write them clearly on the board. This dual approach reinforces understanding, helps students who may have missed something, and keeps the whole class moving together.

3.

- Pair students. Say, Now, practice the conversation with your partner. Take turns in the two roles.
- Monitor their pair work. Take note of any pronunciation problems or any issues. Review the issues you hear with the whole class if they are consistent errors with the majority of the class.

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4.

- Point out speech bubbles. Say, We are going to mingle and talk to a few students. I will demonstrate.
- Demonstrate how to do this next part of the activity. Read speech bubbles 1 and 3 and elicit a student to respond with speech bubbles 2 and 4. Continue with a few more students so the class knows what you mean by "mingle."
- Ask a student to read bubbles #2 and 4.
- Have students stand up and mingle and talk to a few students. Monitor their work as they talk to different students. Remind them to find new partners to continue the activity.
- Close the activity by having two students perform the conversation in front of the class.

Teaching Tip

To manage time in open-ended activities such as A4, establish a fun signal to indicate when it's time to find a new partner. For example, you might flash the lights, clap your hands in a rhythm, play a short burst of music, or use a playful sound effect (like a bell or whistle). Adding variety and humor to the signal keeps the activity lively and motivates students to move quickly and with enthusiasm.

Variation Idea

If the class is large and it becomes difficult for students to find their own partners during the activity, you can try the following strategies:

- put the students in groups of 6-4 and have them just mingle with each other for the activity.
- arrange two facing lines of chairs (or 2 standing rows of students facing one another so that everyone has a partner). Students talk with the person opposite for about 30 seconds. At the teacher's signal, the person at front of **one** of the lines moves the back and everyone shifts. Now everyone has a new partner. Continue.

B Write and Speak

Activity objective: Students individually write about things they did over the summer before engaging in a group game and sharing time.



1.

- Review the directions and the topics on each of the cards. Use examples or gestures to get the meaning of each card across.

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- Say, Let's look at the first category (a great food you ate). I ate sushi this past summer, so I'm going to write sushi on my card. What was something fun you ate? Elicit answers.
- Say, Now, write 1-2 things for each card.
- Give an appropriate time limit (3-5 minutes). Monitor their work.

2.

- Say, We are going to play a game now.
- Read the directions and the speech bubbles. Do a quick demonstration if necessary.
- Elicit sentence frames for each card:
  - I ate _____ last summer.
  - I watched _____ last summer.
  - I visited my _____ last summer.
  - I played the video game _____ last summer.
  - I bought _____ last summer.
  - I worked as a _____ / did _____ last summer.
  - I played _____ last summer.
  - I listened to the song _____ last summer.
  - I hung out with _____ last summer.
  - I shopped at _____ last summer.
  - I drank _____ last summer.
  - I traveled to _____ last summer.
- Divide the class into small groups (5-6 students). Say, Take turns reading one of the cards in B1. Clap and say, Me too if you also did it. Keep track of your points. Clap and Me too, equals 1 point. Clap, Me too and saying a detail about it equals 2 points.
- Monitor the games.
- Close the game by saying, Count your points. Who had the most points in your group?

Variation

"Find Someone Who..."

- Give students a list of prompts (e.g., Find someone who ate pizza last summer, traveled, watched a movie).
- Students walk around asking yes/no questions (e.g., Did you eat pizza last summer?). If the answer is yes, they write the student's name.
- Encourage brief follow-up questions for extra practice.
- After 10–8 minutes, stop and ask, Who found the most names? Debrief by sharing discoveries. Write these frames on the board to support responses:
  - I found someone who _____.
  - [Name] _____ last summer.
  - I discovered that _____.
  - It was interesting that _____., etc.

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3.

- Write the following sentence frames on the board: I learned that _____ ate / watched / visited / played / bought / did / listened to / hung out with / shopped at / drank / traveled to
- Ask, Let's hear what you learned about your group members? Tell us something you learned.
- Elicit students to share what they learned about their groupmates.

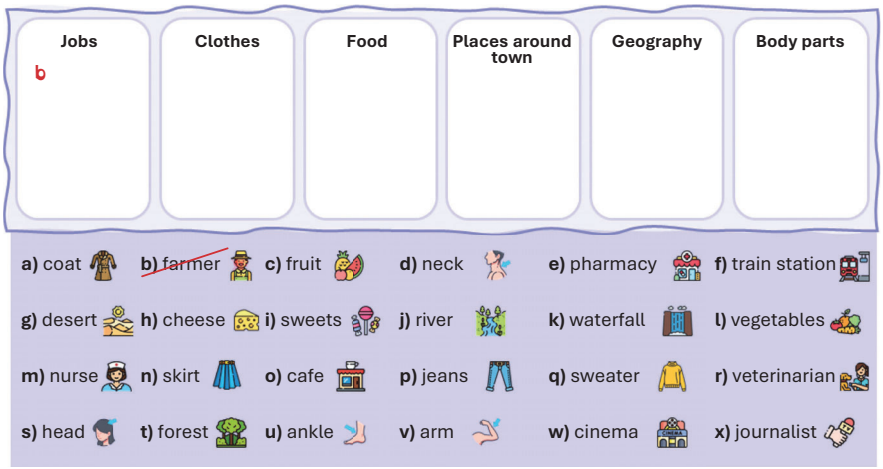
Teaching Tip

Foster Equal Participation from the Start of the Year!

Sometimes very eager students raise their hands immediately, calling "Teacher, teacher!" or "Me! Me!" While enthusiasm is great, it can mean quieter students don't get a chance to think or respond. Try a short "no-hands" think time: after asking a question, tell students, Don't raise your hands yet—think first. Give everyone 5–10 seconds to prepare an answer in their head (or discuss briefly with a partner), then choose a student to answer. Rotate who you call on instead of taking answers only from the fastest volunteers. This helps all students—especially those who need more time—participate and feel included.

C Vocabulary Review

Activity objective: Students refresh their memory of the Grade 8 vocabulary by doing a matching activity in pairs before doing a quick-write category game in teams and writing clues for their teammates to guess.



1.

- Point out the categories and all the vocabulary words (a-x).
- Review the directions and the example. Say, We see that the word *farmer* goes in the jobs category so we write be there.
- Point out the word *coat*, and ask, Which category does the word *coat* go under? Elicit *clothes*.
- Pair students and say, Now work with your partner and categorize the rest of the words.
- Monitor their work, then review the answers with the class. Say, Which category does _____ go in?

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Variation

Category Relay Race

After completing the Vocabulary Review in pairs, turn activity into a whole-class team game! Write the six category names from Section C on the board: Jobs, Clothes, Food, Places Around Town, Geography, Body Parts.

- Divide the class into 4-6 teams (depends on space you have at the board).
- At the teacher's signal, one student from each team runs to the board and writes a vocabulary item under the correct category.
- Students within teams take turns until they've listed all the vocabulary items.
- The first team to finish with all answers correct wins.

This activity makes vocabulary review fun and memorable by adding movement and competition. It reinforces recall, builds teamwork, and keeps the whole class engaged.

2.

- Review the directions and rules for the game Category Race then divide the class into groups of 3-4. Say, The goal is to write unique words. You get one point for every word the other teams didn't write.
- Say, Let's look at the first category (jobs). Appoint one of your teammates as the "writer." You will have one minute to write as many jobs as you can. Remember to try to write unique ones. Go!
- Monitor their work. Make sure they are not looking at their books.
- After one minute, say, Stop! Pencils down! Compare your list with another group. You get one point for each item that is different from the other team.
- Monitor their tallying. Then, say, Raise your hand if your team won that round of the game.
- Point out the next category and continue the game as listed above. At the end of all the activities, find out the winners and award them.

3.

- Point out the five clues for the different categories.
- Say, Read the clues and write the words. Let's do the first one together. Read the clue aloud and ask, Who am I? Elicit hair stylist.
- Pair students and have them complete the rest of the clues together. Tell them to compare their answers with another pair.
- Review the answers together. Read the clues aloud and have the students say the answers. Write them on the board.

Key: 1) hair stylist, 2) yogurt, 3) forest, 4) sweater, 5) knee

Teaching Tip

Movement = Focus + A new partner!

When possible, include short stand-up-and-find-a-new-partner moments to keep energy high and to re-focus learners. In large classes, use clear start/stop signals such as a clapping rhythm, short whistle, or raised hand to manage transitions quickly.

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4.

- Say, Now it's your turn to write a clue. Use the clues from C3 to write clues of your own. Work with a partner and choose three categories to write three clues.
- Monitor their work. Help with wording the clues as needed.

5.

- Say, Now it's time to read your clues to your group. Take turns reading and guessing.
- Put pairs in groups of 6 and have them take turns reading their clues to their group members.
- Close the activity by asking a few groups to read their clues aloud.

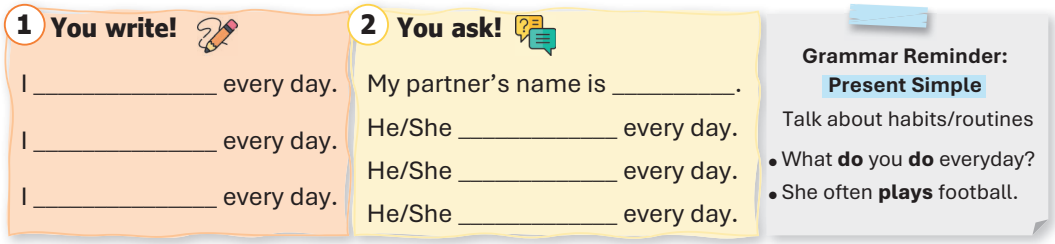
Expansion Idea

Have students create a riddle book with the clues they wrote in C4. They write their clues as riddles and include the answers in the back of the book. They can distribute the books to the library for the whole school to read.

Or, instead of a riddle book, have them write their clues on separate pieces of paper and display them in the hallway at school for the rest of the school to read and guess. Students can check the answer by flipping the paper over to see the answer.

D Grammar Review

Activity objective: Students refresh their memory of the MSY2 grammar by asking their partner about what they do every day, writing sentences with *there is / there are / there isn't / there aren't*, using the present continuous to describe what people are doing, ask and answer questions about future plans using *going to*, and writing sentences about the school year using *will / won't*.



1.

- Write the following question on the board: What do you do every day?
- Say and then write a few sentences about what you do every day. For example: I eat breakfast every day. I walk my dog every day. I read my book before I go to bed every day.
- Point out the sentence frames in the Student Book. Say, Now it's your turn. Think about three things you do everyday. Complete the sentences in the book.
- Give students time to think and write. Monitor their work.
- Say, Now we are going to ask your partner and write their answers in the book.
- Demonstrate how to do it. Ask a student what he/she does every day and write it on the board. Point out the sentence in the Grammar Reminder box. Note the -s/-es for the third person singular form.
- Say, Now, it's time to ask your partner. Ask the question, What do you do everyday, and write their answers in the book.

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Variation Idea

Instead of having the partner ask the question and write the answer, have the partners act out what they do every day and have the partner guess then write the answer.

Expansion Idea

Point out the Grammar Reminder box and the word often. Elicit other adverbs of frequency we use to talk about how often we do things. Always, Usually, Sometimes, Rarely, Never. Write them on the board.

Have students discuss and write percentages to indicate the meaning of each adverb of frequency. For example: Always: 100%; Usually: 80-90%; Sometimes: 50%; Rarely: 10-20%; Never: 0%.

Have students write a sentence about activities they do with each of the adverb of frequency.

2.

- Point out the Grammar Reminder box for **There is / There are** and the sample sentences. Review that **there are** is used with plural items (students, chairs, etc.)
- Elicit a few examples of things in the classroom. Use complete sentences with **There is / There are**.
- Next, ask questions about things that aren't in the room to provide practice for the negative. For example: Is there a movie theater in the school? Are there any soccer balls in this room?

Grammar Reminder:
"There is / are"

Say what exists in a place

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

- Point out the sentence blanks in the Student Book. Say, Now it's time to write four sentences.
- Give students time to write. Monitor their work.
- Have students share their sentences with the class, or in small groups if the class size is large.

3.

Grammar Reminder:
Present Continuous for Right Now

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

- I **am writing**.
- She **is listening**.
- They **are wearing** hats.

- Write I am _____ing. He/She is _____ing. You/We/They are _____ ing.
- Do a few actions in front of the class. As you act out each action, ask, What am I doing? Elicit the answer. Be sure students are using the present continuous. Say, Remember we use the Present Continuous to talk about things that are happening right now.
- Point out the first picture. Say, What are they wearing? Elicit the answer. (They are wearing long sleeve t-shirts and pants.) Say, Let's write that on the blank.
- Ask, What are they doing? Write the full sentence on the blank line.
- Instruct students to continue to write sentences for the rest of the pictures.

4.

- Point out the speech bubbles in the book. Say, Now share your sentences with your partner and ask a follow up question.
- Pair students and monitor their work. Provide support as needed.
- Close this part of the activity by asking a few follow up questions about the pictures. For example: Where is the mother and the boy? What are the two women shopping for?

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5.

- Point out the Grammar Reminder box and read the sentences with Future "going to". Say, We use going to to talk about future plans.
- Give a few examples of things you are going to do this weekend. For example: I'm going to make a birthday cake for my friend. My sister is going to visit me next weekend. Etc.
- Point out the conversation starters in the Student Book. Say, Ask and answer questions about your plans. Take turns asking.
- Pair students and monitor their work.
- Close the activity by asking a few students to say what they are going to do this weekend.

Grammar Reminder:
Future "going to"

Talk about future plans/ intentions with

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

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

6.

- Point out the Grammar Reminder box and read the sentences with will. Say, We use will to talk about future intentions and predictions.
- Give a few examples with will. For example: It will rain tonight. This class will be fun! Etc.
- Point out the sentence blanks in the Student Book. Say, Complete the sentences in the book with will.
- Close the activity by asking a few students to read their sentences aloud.

Grammar Reminder:
Future with "will"

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

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

Expansion Idea

Have students make predictions about the school year and their lives. Have them write their predictions using *will* on a separate piece of paper. Collect them and then hand them out again at the end of the year. See how many predictions came true.

E Listening

Activity objective: Students practice listening for gist, details and previously learned vocabulary in three different conversations.



1.

- Point out the pictures. Say, We will listen to three conversations. Look at the pictures. What do you think the conversations will be about?
- Elicit a few ideas and write them on the board.

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2.

- Point out the lists in the Student Book. Say, Let's listen to the conversations now. Tick the correct answers for each conversation.
- Play the audio. If necessary, play each conversation twice and/or pause after a few lines to have students tick their answers.

Key: Conversation 1: a blouse; Conversation 2: headache; Conversation 3: dinner

3.

- Pair students and have them compare their answers.
- Review the answers with the class.

4.

- Point to the three tasks in the Student Book. Say, We will listen to the conversations again and do some tasks. For conversation #1, listen and circle the words you hear.
- Play the audio and give students time to circle the words they hear.
- Point out conversation #2. Say, Now we will listen and write the missing words in the conversation.
- Play the audio and give students time to circle the words they hear.
- Point out conversation #3. Say, Now we will listen and put the conversation in order. The first line is done for you.
- Play the audio and give students time to order the lines in the conversation.

5.

- Pair students and have them compare their answers for Conversations 1-3.
- Review the answers together and write them on the board.
- Say, Now, practice the conversations with your partner. Take turns reading the different parts.
- Close the activity by asking a few students some detail questions about the conversations. For example: Conversation 1: What size does the customer want? Does the customer buy the blouse? Conversation 2: What does the doctor suggest? What does he tell the patient to do in a few days? Conversation 3: What does the man order to eat? What kind of soup does the woman order? What kind of dessert do they have?

Key: Conversation 1: a) can; b) large; c) much; d) 20, **Conversation 2:** e) help you; f) sore throat; g) fever; h) school; i) shouldn't; j) ought to; l) better **Conversation 3:** m) 3; n) 4; o) 1; p) 7; q) 5; r) 6; s) 8; t) 2; u) 9

F Write and Speak

Activity objective: Students choose a scenario and write and perform a role play.



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



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



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

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1.

- Say, You are going to write a conversation with your partner and then perform it for the class.
- Point out the scenarios in the Student Book. Read each one and review any unknown vocabulary (shop assistant, order, etc.).
- Pair students and give them time to choose a scenario and write a conversation. Monitor their work and help with ideas, vocabulary or phrases as needed. Try to check each pair's conversation before they practice it.

2.

- Set up a way for all students to perform their conversation aloud (whole class, or divide the class into smaller groups).
- Pairs perform their conversation in front of the class. Encourage them to act out their parts or use props to make it more authentic.

Variation Idea
Create a rubric for students to self-assess their conversation or for other students to assess them. This provides an opportunity for accountability for the performing pair and for the other classmates to pay attention to each group's role play. Some ideas for assessment include: eye contact, authenticity, fluid speech.

G Read

Activity objective: Students get practice reading a text, answering questions and thinking about personality traits of the main character in the text.

1.

- Point out the pictures in the text. Say, Look at the pictures for this story. What do you think it is about?
- Elicit ideas and ask for their reasons.

☐ Amine the Baker ☐ Amine the Footballer



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

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

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

2.

- Before students read the text, say, As you read the text, think about the best title for the story. Point out the two possible titles in the Student Book.
- Give students time to read the text. Monitor and help as needed with unknown vocabulary.

Key: Armine the Baker

3.

- Point out the questions True / False questions and the questions G-K. Say, Read the text again and answer the questions. Tick *True* or *False* and answer the question G-K with complete sentences.
- Have students work individually at this stage. Monitor their work and help as needed.

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- Pair students and have them compare their answers. Encourage them to find words from the text to support their answers.
- Review the answers with the class.

Key: a) False, b) True, c) False, d) True, e) False, f) True, g) Armine wears special gloves to protect his hands. h) He stands up while working. i) His back hurts after a long day, but he is happy. j) Armine likes his job because he likes talking to customers and seeing their smiling faces. k) He plays football with his friends and rests with his family. They watch movies and play video games.

4.

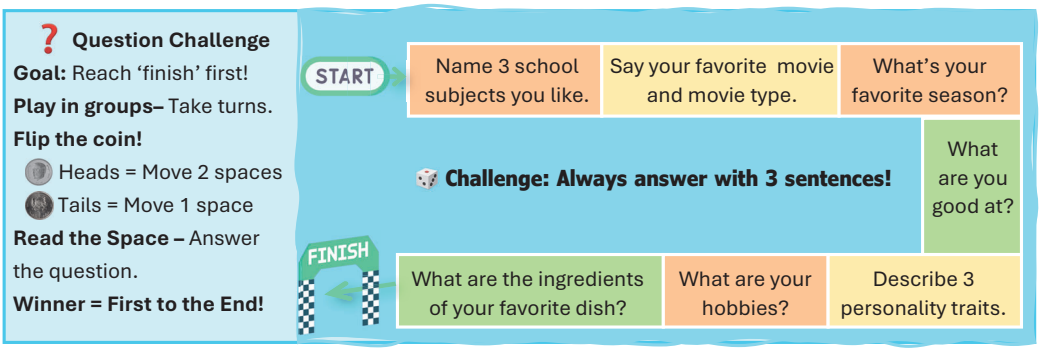
- Point out the personality traits and icons. Explain with gestures or examples any unknown ones.
- Say, Think about Armine. Which personality traits does he have? Tick the traits.
- Give students time to tick the personality traits then divide students into groups. Say, Now, discuss which personality traits you ticked and the reasons for your answers.
- Close the activity by asking a few students to share what they talked about.

Key: active (because he plays football), energetic (because he gets up early, works all day, spends time with his family), friendly (because he talks with his customers and has friends), hardworking (because he gets up early and works all day), a family man (because he spends time with his family watching movies and having video game competitions), helpful (because he bakes the things his customers like and provides a service to the community), responsible (because he wears gloves, goes to work on time), talkative (because he likes to talk with his customers)

H Fun Review

Activity objective: Students practice speaking, integrating key vocabulary and grammar from the previous year, by playing an interactive board game.

Play the game in pairs or trios: Question Challenge!



- Point out the board game. Say, You are going to play a game.
- Review the rules and pass out coins and game markers for students to move across the board.

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- Put students into pairs or trios. Say, Take turns flipping the coin and moving across the gameboard. Answer the question or talk about the topic on the space you land on.
- Walk around and monitor their games.
- Close the activity by asking a few students who the winners were and asking a few students to share what they talked about.

Differentiate

More support: Before playing the game, read the spaces on the board and elicit some ideas. Write the ideas on the board. Also, write sentence frames for students to use for each space on the boardgame.

1: I like to study _____, _____, and _____ at school.

2: My favorite movie is _____. My favorite type of movie is _____.

3: My favorite season is _____.

4: I'm good at _____ing.

5: My personality traits are _____, _____ and _____.

6: My hobbies are _____, _____, and _____.

7: The ingredients of my favorite dish are _____, _____, and _____.

More challenge: Before starting the game, tell students they must give at least **two sentences** for each space they land on — one factual statement and one elaboration. For example: *"My favorite season is summer. I like it because I can go swimming every day."* To extend practice, ask them to pose a **follow-up question** to the next player about the same topic (e.g., *"What's your favorite season?"*). This keeps the conversation flowing and provides extra speaking practice.

Welcome Back!

How much English do you remember?

Audio Scripts

"What do you remember?" Diagnostic Test

A Listening

Note to teachers: The audio will play the full listening test, parts 1-2, without stopping.
Narrator: Listening Part 1. Listen to the conversations and number the pictures 1-6.
You have 15 seconds to look at the pictures. (15-second pause) Now listen.
Narrator: Conversation Number 1

A: What's the matter?
B: My leg hurts really bad.
A: Oh no! What happened?
B: I hurt it in football practice.
A: It looks bad. You ought to rest. And you really shouldn't go to practice tonight.
B: Yeah, you're right.
A: If it hurts tomorrow, you should go to the doctor.
B: Yeah, I will. Thanks.

Narrator: Conversation Number 2

A: This fruit is good, but I'm still hungry.
B: How about some yogurt?
A: Hmmm, no thank you. I had yogurt and cheese yesterday.
B: I'm making eggs now. Would you like some?
A: Yes, please!

Narrator: Conversation Number 3

A: What are you going to wear to school tomorrow?
B: I always wear jeans and a t-shirt to school. But tomorrow, I have a presentation, so I'm going to wear my red dress. How about you?
A: I have a presentation, too. I'm going to wear my white blouse and black skirt.

Narrator: Conversation Number 4

A: I love your shoes! Where did you get them?
B: I got them at the new shoe store downtown.
A: Is it the one across from the park?
B: No. It's between the coffee shop and the cinema.
A: Thank you!

Narrator: Conversation Number 5

A: What do your parents do?
B: My dad is a journalist. He writes for an online newspaper.

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A: What about your mom?

B: She's a doctor. She works at the hospital. The one near our school.

Narrator: Conversation Number 6

A: Do your parents use a lot of technology?

B: My mom does, but my dad doesn't. My mom writes emails and shops online. She also posts photos on her social media accounts, and watches funny videos.

A: How about your dad?

B: He hardly ever uses technology. But he plays games on our TV play station!

Narrator: Listening Part 2. Now listen to the conversations again. Tick the correct answers.

(repeat the above conversations)

Narrator: You now have 30 seconds to check your answers for parts 1 and 2. (pause 30 seconds). That is the end of the listening test. Now move to Part B – Vocabulary.

Welcome Back! Review & Refresh

E Listening

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

1

Salesperson: Hello. **Can** I help you?

Customer: Yes, please. Do you have this blouse in a **large** size?

Salesperson: Yes, we do. Here you go.

Customer: Perfect. How **much** is it?

Salesperson: It's 400 dirhams, but it's on sale —**20%** off today!

Customer: Great!

2

Doctor: Good afternoon. How can I **help** you?

Patient: I feel terrible. I have a **sore throat** and a headache.

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

Patient: OK. Should I go to **school** tomorrow?

Doctor: No, you **shouldn't** go to school. You should stay home and rest. And you **ought to** drink tea with lemon and honey.

Patient: OK. Thank you very much.

Doctor: If you don't feel **better** in a few days, come back and see me.

3

Waiter: Good evening. Are you ready to order?

Woman: Yes. Could I have a bowl of vegetable soup, please?

Waiter: Sure. And for you, sir?

Man: I would like a chicken sandwich, please.

Waiter: Ok. Would you like something to drink?

Man: A cup of green tea, please.

Woman: Me, too!

Waiter: Alright. Would you like any dessert? We have apple pie.

Man and Woman: Yes, please!

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

(Audio will repeat the 3 conversations from E1).

Unit 1 Tell me about your summer!

Unit Overview

This unit is about summer activities.

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 Citizenship) 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.

Overall Unit Outcome

By the end of this unit, students will be able to share and respond to questions about personal experiences from summer vacation in spoken and written form, using appropriate vocabulary, regular and irregular past tense verbs, sequence words and organizing time expressions, and expressions that show interest. They will understand and produce short narrative texts, connect stories to real-life experiences, and set personal goals for continuing to improve their English.

Learning Objectives

Students will...

- Identify and describe different summer vacation related activities.
- Ask and answer questions about their summer vacation using the past tense.
- Use sequence words to order past events.
- React to a story about a family trip to the beach.
- Use Wh- and H- question words to ask for and give details about past events.
- Identify the topic, detail, and concluding sentences in a narrative paragraph.
- Write a short, organized narrative paragraph about a past holiday/experience (includes a topic sentence, detail sentences, and a concluding sentence; uses simple sequencing/time expressions to organize ideas in a simple way).

Lesson 1: How was your summer?

Summer vacation

- Activities (sunbathe, go fishing, visit relatives, travel, etc.)
- Exclamations (That's awesome! That's great! Cool!)

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Lesson 2: I stayed home a lot this summer.

More summer vacation activities

- Grammar: regular and irregular past tense verbs (I stayed home and watched a lot of videos. I hung out with my cousin and we went surfing.)
- More vacation-related activities (hang out with friends, volunteer, take lessons, do housework, create videos, help parents, etc.)
- Listening and Pronunciation: -ed endings (/d/ played, traveled; /t/ helped, hiked; /Id/ wanted, visited

Lesson 3: Drop everything and read (DEAR)!

Read for pleasure and respond

- Read a story about something that happened on a family trip to the beach.
- Connect ideas from the story to real life.

Lesson 4: I hung out with my friends last summer.

Ordering past events

- Grammar: regular and irregular past tense verbs (I tried to carry three cones. He saw a seagull. They had fun.)
- Use regular and irregular verbs to describe a past event

Lesson 5: Global Citizenship & Fun Review

Read and discuss strategies for improving English independently

- Set an independent English learning strategy and set a goal to try it at home.
- Share your goal and plan

Lesson 6: Where did you go last summer?

Asking and answering questions about past events

- Wh- and H- questions (Who, What, Where, When, Why, How, etc.)
- Write a conversation using Wh- and H- questions and details.

Lesson 7: Tell me about a great summer day!

Writing a narrative paragraph

- Read and discuss descriptions of summer days
- Identify the topic, detail, and concluding sentences in a narrative paragraph
- Plan for, write, and check/edit a short narrative paragraph about a great summer day

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 1 Test
- Unit 1 Tasks-Choose one!
- Unit 1 Stop & Check (self-assessment)

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Unit Spotlight

Activity objective: Students review some previously learned vocabulary and get an idea of the unit topic.

Spotlight

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



- Point out the title of the Unit (Tell me about your summer.) and say, This unit is about summer activities. Let's listen to Saif and Allegra talk about what they did last summer.
- Point out the icons and review the meanings. (Play cards, horseback riding, store, reading books, hiking, swimming, walking the dog, play football/ basketball)
- Then, say, Write S for Saif and A for Allegra next to the activities.
- Play the audio. Then, have students compare their answers with a partner.
- Play the audio again and have students check their answers.
- Review the answers together.
- Pair students. Write the following sentence frames on the board: What did you do last summer? / I _____.
- Model the activity by eliciting the class to ask you the question. Respond using the sentence frame on the board.
- Say, Talk with your partner about what you did last summer.
- Close by asking a few students about their summers.

Key: Allegra: horseback riding, swimming, cards; Saif: Store, read books, played football and basketball, went hiking

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Lesson 1 How was your summer?

Objectives

Students will...

- talk about what they did last summer.
- use exclamations to show interest in a conversation.

A Chant: Summer Fun

Activity objective: Students practice rhythm, intonation, and pronunciation while learning a chant related to the unit topic.

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



- Point out the picture and the chant. Say, This is a chant. Let's listen first.
- 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.

Teaching Tip

Through the use of chants and rhymes, students increase their vocabulary, improve rhythm, intonation, pronunciation, as well as memorization skills. Clapping along with the chant helps students get into a rhythm which helps them with the syllables and stress of the words. In addition, the incorporation of chants and rhymes into language teaching creates a dynamic learning environment, allowing students to benefit from peer interaction.

Extension Idea

Challenge students to memorize the chant and perform it for the class later on or another day. Encourage students to come up with hand gestures or dance moves to go along with the chant.

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B Use Vocabulary: Summer Activities

Activity objective: Students learn new vocabulary words and phrases related to the unit topic.

1.

- Point out the pictures and the words. Say, These are summer activities. Match the pictures to the words. Write the letter on the line. Let's do the first one together.
- Ask, What is this a picture of? (kayak). Let's write A on #9.
- Say, Now do the rest and then compare with a partner.
- Monitor their work.



Key: 1) H, 2) E, 3) G, 4)C, 5) I, 6) B, 7) F, 8) D, 9) A

2.

- Say, I'm going to play the audio. Listen and check your answers.
- Gesture the meaning of again and say, I'm going to play it again. Listen and say the words. Then play the audio again.
- Close the activity by saying an activity and having the students point to the picture. Start slowly first, then increase your speed.
- Point out the "Real World English" box. Explain that we use the word just when we did not do something special. Give some examples. (Yesterday, I just read a book and had dinner with my family.) Elicit some examples from the students.

C Write and Speak

Activity objective: Students practice using newly acquired vocabulary and write complete sentences about their summer.

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

■ _____

■

1.

- Point out exercise C. Say, I'm going to write two sentences about my summer. One is true. One is false. (gesture the meaning of true and false).
- Number and write your sentences on the board. Then, read them aloud.
- Ask, Which sentence is true? Elicit their answers, then reveal the true sentence.

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- Say, Now it's your turn. Write two sentences. One is true. One is false. You can use the words from Exercise B or other words.
- Give students time to write their sentences. Monitor their work and help as needed.

Teaching Tip
Before students begin an activity first by showing (like you're a student) what you expect. A model is the best way to explain so that students "see it" and get the idea. It also makes you a part of the class.

2.

- Divide students into small groups. Say, Read your sentences to your group. Guess which is true, and which is false. Take turns.
- Monitor the group work and make sure students are taking turns.
- Close the activity, by asking a few students to read their sentences aloud and having the whole class guess the true and false sentences.

D Listen

Activity objective: Students listen to and read conversations then write in the missing words. Students learn exclamations before finding them in the conversations. Students finish by practicing saying the conversations.

A

Titrit: Hi Salma! Did you have a nice summer?
Salma: Yes, it was awesome! My friends and I _____ _____ in the Atlas Mountains.
Titrit: That's _____! I want to do that some time.



1.

- Before beginning the exercise, write the following exclamations on the board: Awesome! Cool! Great! Wow!
- Read the exclamations and ask students to repeat. Say, These are exclamations. We use exclamations to show our emotions. We tell people how we feel about what they are saying. We say them with an energetic voice. And we use an exclamation point after them when we write the words.
- Demonstrate how they are used by having a few students read their true sentences from exercise C. Give an exclamation after each one. Use an energetic voice.
- Say, We are going to listen to some conversations. There are exclamations in the conversations. Listen for them.

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- Next, point out the pictures and the conversations. Say, Listen and write the missing words for conversation A.
- Play the audio and elicit the missing words (went hiking, awesome). Write them on the board.
- Say, I'm going to play the rest of the audio. Listen and write the missing words.
- Play the audio for conversation B. Pause after the conversation for students to write the missing words. Then have students check their answers with a partner.
- Continue in the same way with conversation C.
- Now say, I'm going to play all the conversations again. Listen and check your answers. Write the answers on the board for each conversation.

Key: A. went hiking, awesome, B. visited my, great; C. stayed at home, too bad

2.

- Say, Next circle all the exclamations in the conversations. What is the first one in conversation 1? (Awesome!) Circle Awesome!
- Have students continue with finding the rest of the exclamations. Then, review them aloud and write them on the board. (awesome, great, too bad)
- Do a 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.

3.

- 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.

E Decide & Speak

Activity objective: Students decide if an exclamation is positive or negative and then practice using them in context.

☑ That's awesome.	☐ That's too bad.
☐ That's awful.	☐ That's great!
☐ Oh, cool.	☐ Oh, that's terrible

1.

- Point out the exclamations and write + and – on the board.
- Look at the example (That's awesome.) and say, This is a positive exclamation. We say this when something is good, so we put a + (plus) sign next to it.
- Have students continue with writing + or – for the rest of the exclamations. Then, have them compare with a partner.

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- Review the answers with the class. Say each exclamation aloud and ask, Is this positive or negative?

Key: +That's awesome!; -That's awful; +Oh, cool.; -That's too bad.; +That's great!; -Oh, that's terrible.

2.

- Model the next part of the activity. Elicit the students to read the sentence from item a. Then, elicit an exclamation that corresponds with the situation. Write their ideas on the board. (Oh, cool. That's great. That's awesome.)
- Pair students. Tell them to take turns reading the sentences and responding with an appropriate exclamation.
- Walk around and monitor their pair work.

F Speak

Activity objective: Students have a more open-ended practice with role playing and using exclamations to build confidence and fluency.

Card A

You see a friend after the summer break.

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

Card B

You see a friend after the summer break.

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

1.

- Point out Card A and Card B. Say, You will do a role play with your partner.
- Point out the tasks on each card. Brainstorm a few greetings (Hi! Hello! What's up!) and how to ask about their summer (How was your summer? What did you do last summer?). Write them on the board.
- Say, Now, practice your role play with your partner.
- Give students time. Monitor their work.

2.

- 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.

Expansion Idea

Have students create a word wall or chart with various exclamations. Add to the list throughout the unit and the vear!

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Lesson 2

I stayed home this summer.

Objectives

Students will...

- ask and answer questions about what they did in the past.
- practice the correct pronunciation of -ed when talking about the past.

Warm up

Activity objective: Students review and practice the vocabulary learned in Lesson 1 by playing a game.

- Review the summer activity words from Lesson 1 by playing a game.
- Divide the class into small groups.
- Give a clue about an activity. The group discusses and one person writes down their answer on a piece of paper (or on the board). The first team to get the correct answer (and spelling) wins a point. The team with the most points wins the game.
- Clues: We use this on a river or on a lake. It's like a boat. (go kayaking); This is when we see our grandmother, grandfather, aunt, uncle. (visit relatives); This is when we watch TV or hang out in our bedroom. (stay at home); This is when we go to France or Spain or the United States. (travel to another country); This is when we sleep outside in a tent. (go camping); This is when we lay in the sun. (sunbathe); This is when we cook outside. (have a barbeque); This is when we try to get a fish from a lake or the ocean. (go fishing); This is when we see old things or art in a building. (visit a museum). Etc.

A Use Vocabulary: More Activities

Activity objective: Students learn new vocabulary related to the unit topic.

1.

- Point out the pictures and the words. Say, These are more summer activities. Match the pictures to the words. Write the letter on the line. Look at the example, hang out with friends. We see that E is the picture for this phrase.
- Say, Now do the rest and then compare with a partner.
- Monitor their work.

Key: 1. E, 2. I, 3. F, 4. C, 5. A, 6. D, 7. G, 8. B, 9. H



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2.

- Say, I'm going to play the audio. Listen and check your answers.
- Optional: Gesture the meaning of again and say, I'm going to play it again. Listen and say the words. Then play the audio again.

3.

- Point out the speech bubbles for the next part of the activity. Model the activity by acting out a few of the summer activities in A. Say, I'm going to act out an activity. Guess the activity by asking a question.
- Act out the words go surfing. Elicit questions from the class.
- Put students in small groups to do this part of the activity. Say, Take turns acting out the words and guessing by asking questions.
- Walk around and monitor their group work.
- Close the activity by saying an activity and having the students point to the picture.

B Read and Listen

Activity objective: Students practice the new vocabulary by listening to a conversation and writing the missing words.

broke	**hung out**	**watched**	**visited**
took	**went**	**stayed**	**was (x2)**

Camilla: Hey, Moustafa. How ___was___ your summer?

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



1.

- Before beginning the exercise, create a T-chart on the board. Title the left column of the T-chart, "Regular Past Tense" and write play, visit in that column. Then, title the left column, "Irregular Past Tense" and write take, break in that column. Say, Remember that the past tense has two types of verbs: Regular and Irregular.
- Ask, What is the past tense of play? (played) Visit? (visited). Do the same for the irregular verbs. Write them on the board.
- Write Be in the irregular column. Ask, What is the past tense of Be? There are two words. Elicit was, were and write them in the right column.
- Next, point out the pictures and the conversations. Say, We are going to read some conversations. What are the conversations about? (Elicit a few answers)
- Say, There are past tense verbs in the conversations. Read and write the missing words in the blanks.
- Monitor as students read and fill in the missing verbs. If they are not sure, it is okay. They will have a chance to hear the words in a moment.

2.

- Now, say, I'm going to play the conversation. Listen and check your answers. Write the answers on the board.

Key: was, watched, took, visited, hung out, went, was, broke, stayed

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3.

- Say, Look at the conversation. Write all the regular and irregular past tenses verbs in the chart.
- Have students find and write the past tense verbs. Then, review them aloud and write them on the board.
- Pair students to practice the conversation. Walk around and monitor.
- Close the activity by calling on a pair to perform the conversation for the class.

C Pronunciation

Activity objective: Students learn and practice listening for the pronunciation of the three -ed endings in regular past tense verbs.

Pronunciation Tip: -ed endings	**/d/** → played, traveled **/t/** → helped, hiked **/Id/** → wanted, visited

1.

- Demonstrate the pronunciation topic by recreating the Tip box on the board so all eyes are on you.
- Say, There are three different ways to pronounce the regular past tense -ed. Say the verbs (played, traveled, helped, hiked, wanted, visited) with emphasis on the ending sounds. Say them again and have students repeat after you.

2.

- Point out the charts with the verbs (1-12). Say, Let's listen and tick the ending sound you hear.

Do a couple with the class. Stop after each one and ask, What sound do you hear? Ask students to give a show of fingers (either 1, 2, or 3) to indicate the column they ticked.

- Continue with the rest of the audio.

3.

- After all 12 have been played, students compare their answers with a partner.
- Review the answers with the class.

Key:	1.	Stay /d/	4.	Volunteer /d/	7.	Listen /d/	10.	Upload /Id/
	2.	Start /Id/	5.	Watch /t/	8.	Wash /t/	11.	Prepare /d/
	3.	Work /t/	6.	Study /d/	9.	Use /d/	12.	Create /Id/

- Say, I'm going to play the audio again, listen and repeat the words. Try to make the ending sound clear.

4.

- Have students discuss the questions in pairs or small groups. iscussion.

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Teaching Tip
For pronunciation exercises and instruction, the use of a mirror can help students see the placement of their tongue and the shape of their lips and mouths when pronouncing certain words. Having a few hand mirrors in the classroom can benefit students to actually see how to pronounce the words.

D Pronounce -ed

Activity objective: Students review the pronunciation rules for making the three different -ed sounds and then practice their own pronunciation.

/Id/	_____	verbs ending in /t /or /d/
/t/	_____	voiceless sounds /p/ /k/ /f/ /s/ /sh/ /ch/
/d/	_____	voiced & vowel sounds /b/ /g/ /j/ /l/ /m/ /n/ /r/ /v/ /w/ /z/ /a/ /e/ /i/ /o/ /u/

1.

- Point out the three pronunciations of the -ed sound and the charts. Say, Use the information in activity C to write the -ed sound next to the correct pronunciation rule.
- Give students time to write in their answers. Have pairs compare their answers and then review the answers together.

Key: Verbs ending in /t/ or /d/ = /Id/; Voiceless sounds = /t/; Voiced & vowel sounds: /d/

2.

- Model the next part of the activity. Have a student choose a verb from the green box. Say, Choose a verb from the green box and say it aloud.
- Then, say the past tense of that verb aloud.
- Continue with a few more examples then pair students. Say, Take turns choosing a verb for your partner to say the past tense.
- Walk around and monitor their pair work.
- Close the activity by doing a choral repetition of each verb aloud in the past tense.

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E Speak

Activity objective: Students review the vocabulary and practice the past tense pronunciation of verbs in a board game.



- Point out the game board in the Student Book and pass out the game markers and coins for movement. Say, We're going to play a game!
- Review the directions for the game. Establish which side of the coin moves one space and which side moves two.
- Put students into groups of three.
- Walk around and monitor as they play. Offer support and feedback as needed and note any common errors or challenges with new vocabulary, using or pronouncing the past tense, so that you can review them later with the whole class.

Teaching Tip
Monitoring pair or group work is important for many reasons. It helps keep students engaged. It also helps move the activity along if there are any questions. You can also make note of any mistakes students are making. If these are consistent errors across the whole class, be sure to review the learning point so that students can correct the errors.

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Lesson 3 Drop everything and read (DEAR)!

Objectives

Students will...

- read and react to a story.
- connect ideas from a story to my life.

A Preview the Story

Activity objective: Students preview vocabulary before reading the story.

1.

- Point out the pictures and words below the definitions. Do a choral repetition of the words.
- Say, Write the letter of the word next to its meaning. Let's do the first one together. Read the first definition aloud (A place by the sea with sand and water). Ask, Which word matches that definition? Elicit the word beach. Say, Let's write e next to this definition.
- Have students continue with the rest of the activity, then pair students to compare their answers.
- Review the answers together by asking students to say their answers aloud.

☐ 1. A place by the sea with sand and water

☐ 2. A hard cover from a sea animal that you can find on the beach

☐ 3. Something you buy to remember a trip

☐ 4. Not knowing where you are; not being able to find a place or your friends

☐ 5. A building or person that helps people who are in trouble

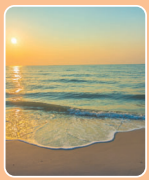

a. lost



b. police


c. seashell


d. souvenir


e. beach

Key: 1. e, beach; 2. c, seashell; 3. d, souvenir, 4. a, lost; 5. b, police

2.

- Point out the pictures from the story. Ask, What is the story about? What will happen in the story?
- Point out the speech bubbles. Say, Use these to predict what will happen in the story.
- Pair students and have them talk about their predictions. Walk around and monitor.
- Close by eliciting their predictions.

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B Read and Listen to the Story

Activity objective: Students read along while listening to the story.

- Either play the audio or read the story while students follow along with the text.
- Guide students to follow along with the audio/point to the text as they read.

Teaching Tip

In year three, students should be able to understand DEAR stories without the teacher's read-aloud performance. Stories use familiar vocabulary and basic sentence structures (A1/A2 level). When B1-level vocabulary is introduced, it is pre-taught and generally conveyed in images. Though still A1/A2 level, stories in year three are longer (up to about 350 words) than those students encountered in years one and two, so lesson time may not accommodate first reading the full story aloud. For these reasons, after previewing the story, it is fine to begin immediately with having students listen to the audio **while** they read along.

Differentiation Idea

More support: Read all or part of the story aloud first, while students watch. When reading the story aloud, use your voice and body to bring it to life. Change your tone, speed, and volume to show different emotions. Use facial expressions and gestures to match the story. Give each character a different voice to make it more fun. This helps students understand the story better and keeps them engaged.

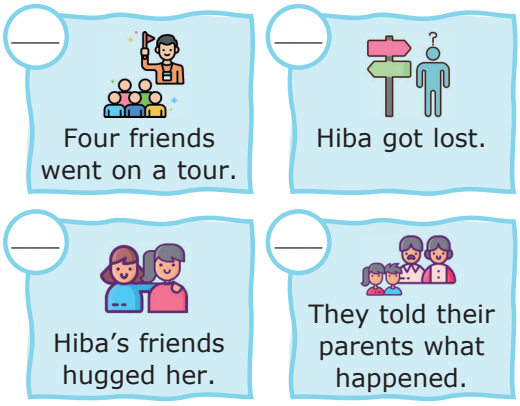
More challenge: Have strong readers highlight words that you stress while you read aloud.

C Think about the Story

Activity objective: Students check their reading and listening comprehension with ordering the events in the story.

1.

- Point out the pictures of the various parts of the story. Point out the #1 picture. Say, This came first in the story. Four friends played on the beach.
- Pair students. Say, Number the rest of the parts of the story. What came next?
- Give students time to discuss and order the events in the story. Monitor their work.
- Then, review the order of events with the class. Ask students to read the events aloud in order.



Key: 1. Four friends played on the beach; 2. Four friends went on a tour.; 3. Hiba got lost.; 4. The group asked police for help.; 5. A police officer found Hiba.; 6. Hiba's friends hugged her.; 7. They told their parents what happened.; 8. The friends sat on the beach under the bright stars.

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2.

- Point out the phrases in the box and read them aloud. Say, This story reminds me of being with good friends. What does the story remind you of? Tick all that apply.
- Give students time to tick and then say, What does the story remind you of? Call on various students.

3.

- Say, You will now act out the part where Hiba gets lost in the story.
- Point out and review the steps. Divide students into groups of four.
- Give students time to practice the scene together.
- Have students perform the scene in front of the class.

Differentiation Idea

For large classes, split the class into two or three sections.

- Have groups perform for their section to small groups of classmates instead of to the whole class to reduce wait time and increase participation.
- Within each section:
    - **More support: Students** can perform shorter or simpler parts (e.g., fewer lines, repeated chorus, or parts with more gestures).
    - **More challenge: Students** can perform longer sections, take speaking roles with more varied vocabulary, or add creative elements like extra verses or a short introduction.
- Give each section a simple feedback focus (e.g., pronunciation, clarity, expression) so

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Lesson 4

I hung out with my friends last summer.

Objectives

Students will...

- listen for details about past events.
- use regular and irregular verbs to describe past event.

Warm up

Activity objective: Students review and practice with listening for and pronouncing the -ed endings of the regular past tense.

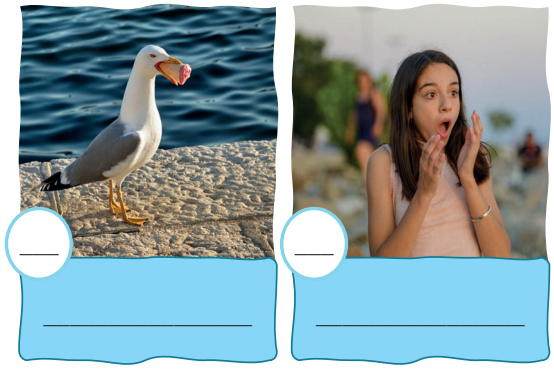
- Remind students of the three different sounds for past tense endings. Elicit examples of each sound (/d/ played; /t/ hiked; /id/ visited).
- Say, We are going to practice listening for and then pronouncing the sounds.
- Indicate that one finger raised means the /d/ sound. Two fingers raised means the /t/ sound and three fingers raised means the /id/ sound.
- Start slowly by saying one verb in the past tense and eliciting the answer (one, two or three fingers). For example, say, Visited. Elicit that three fingers should be raised.
- Continue with the following verbs: helped (two fingers); volunteered (one finger); listened (one finger); hiked (two fingers); cooked (two fingers); stayed (one finger); uploaded (three fingers); used (one finger); cooked (two fingers); prayed (one finger); traveled (one finger); wanted (three fingers); listened (one finger); worked (two fingers), etc.
- After practicing, say, Now it's your turn. Practice saying verbs in the past tense for your partner. Have your partner listen and raise their fingers.
- Say, You can look at lesson 2 for the list of verbs.
- Monitor their work.

A Listen

Activity objective: Students learn new vocabulary and phrases before listening and retelling a story.

1.

- Point out the pictures and the phrases. Elicit the new words (seagull, carry, ice cream cone, laugh, scream, drop).
- Show the example. Say, Let's match the phrases to the pictures. We see that E (buy ice cream cones) relates to this picture. So, we write E in the circle.



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- Have students finish matching the phrases with the pictures.
- Pair students. Have pairs compare their answers. Then, review the answers with the class.

Key: Picture of bird: b; Picture of girl surprised: d; Picture of person preparing ice cream cones: e; Picture of girl laughing: a; Picture of girl holding ice-cream cones: c; Picture of ice-cream cone on the ground: f

2.

- Next, say, Now, let's listen to the story and put the pictures in order. We see that she buys ice cream cones is first, in the story so we write 1 under that picture. Listen and number the rest of the pictures in order.
- Play the audio. Pause after each sentence so students can find and write the correct numbers.
- Have pairs compare their answers then play the audio again to check.

Key:
- Picture of bird: 5
- Picture of girl surprised: 3
- Picture of person preparing the ice cream cones: 1
- Picture of girl laughing: 6
- Picture of girl holding ice-cream cones: 2
- Picture of ice-cream cone on the ground: 4

3.

- Next, say, Now, let's tell the story in our own words. You can use the phrases to help you.
- Demonstrate by starting to tell the story, Say, One hot summer day, four friends went to the beach. Arinas bought three ice cream cones....
- Pair students and monitor their work.
- Close the activity by asking students to tell one part of the story.

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

Activity objective: Students review how to form regular and irregular past tense verbs before completing a summary of the story with the verbs in the past tense.

Grammar Focus: **Past tense verbs**

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

1.

- Point out the grammar chart. Say, As we know there are two kinds of past tense verbs: regular and irregular. Elicit the difference. Say, The regular verbs get -ed and the irregular verbs don't.

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- Do a choral repetition of all the sentences in the chart.

2.

- Point out the story about the Ice Cream Accident. Say, this is the same story from Exercise B. Write the missing past tense verbs in the story.
- Monitor their work, then pair students to compare the answers.
- Close by asking students to read the sentences from the story. Write the answers on the board.

Key: went, bought, tried, said, flew, was, screamed, threw, laughed, dropped, wiped, wiped, looked, laughed, was, had

C Write

Activity objective: Students write a story using the past tense and pictures. Then students read their story to their classmates.

1.

- Say, You are going to write a story using the past tense.
- Elicit any vocabulary words they see in the pictures: drive/drove, beach, run/ran, see fish/saw fish in the water, snorkel/ snorkeled, take a selfie/took a selfie.
- Pair students and have them write a story about the pictures.
- Monitor their work and check their past tense verbs.

2.

- Then, have pairs share their story with another pair.
- Close the activity by having one or two pairs read their story aloud to the class.



_____

_____

_____

Extension Idea

Have students create and write their own story using the past tense. Students can illustrate each part of the story and write it in chunks like the one in exercise B. Then, they can cut up the story, so each part of the sentence is on its own paper. Then, have their classmates read and try to put the story back together in order and match the sentences to the pictures.

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Lesson 5 Global Citizenship & Fun Review

Objectives

Students will...

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

Warm up

Activity objective: Students are reminded of meaning and the reason for Global Citizenship lessons in Middle School Year 3 English curriculum.

- 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.
- Say, In Middle School Year Three English, we will learn more about the world and how we can be good global citizens to improve ourselves and the world.

A Preview

Activity objective: Students think about how they practice English independently.

What strategies do you use to improve your English?

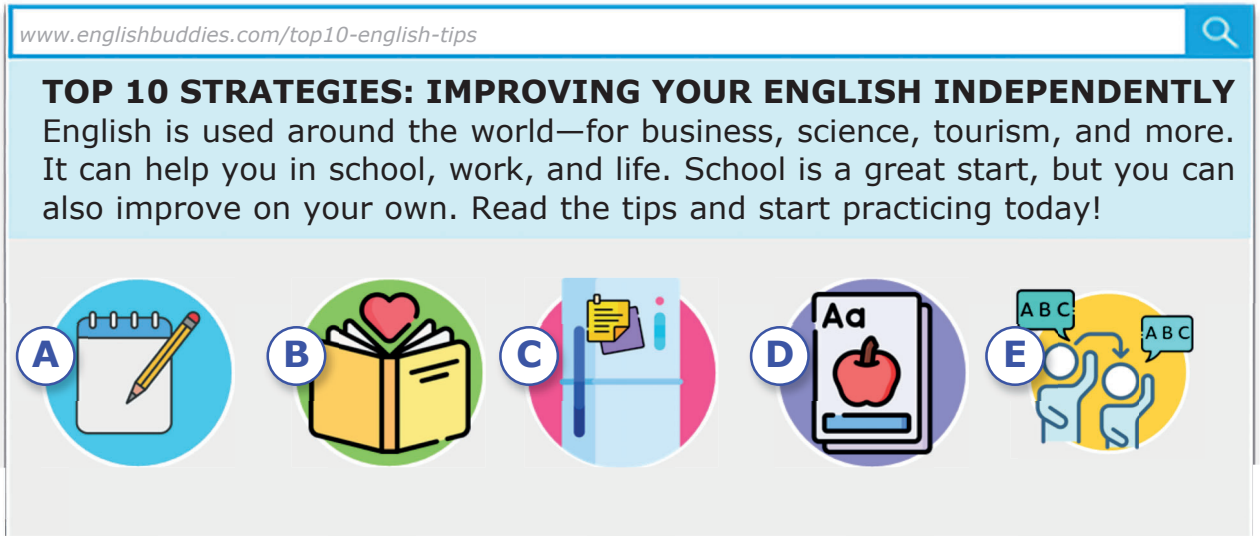
☐ Read stories	☐ Write about your experiences in a journal	☐ Draw pictures of new words
☐ Watch movies and series	☐ Listen to English songs	☐ Talk in English with a friend
☐ Play grammar or vocabulary games online	☐ Keep a vocabulary notebook	☐ Read and listen online

- Point out the chart and the strategies. Read the strategies aloud and use gestures to explain the meanings of the phrases.
- Ask, What ways do you practice English independently? Tick all the ones you do.
- Pair students and have them compare their lists.
- Ask a few students to share their strategies with the class.

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B Read

Activity objective: Students predict and then read about and discuss the top strategies to do to learn English independently.



1.

- Read the introduction about the Top 10 strategies then point out the icons.
- Give students time to think about the meaning of each icon and which of the strategies they'll read about.
- Ask students to tell what they think each icon means.

2.

- Point out the advice and the circles to write the letters. Say, Read the advice and match them to the icons above. Let's do one together.
- Read "Shadow It" and elicit which icon matches the advice. (E) Say, Let's write E next to Shadow It.
- Say, Now read the rest and match them to the icons.
- Give students time to read and match, then pair students to compare their answers.
- Check the answers together.

Key:

1. Shadow It: E
2. Flashcards: D
3. Sticky notes: C
4. SWYS: F
5. Video P&A: J
6. Use it daily: A
7. Partner up: H
8. Read for joy: B
9. Be brave, make mistakes: I
10. Plan, do, celebrate: G

3.

- Point out the "Doing it!" boxes and the "I'll try!" hearts. Say, Read the advice again and tick the ones you do and color the heart for the strategies you want to try.
- Give students time to complete the survey. Walk around and monitor.

4.

- Put students into pairs or trios to discuss the quesitons. Monitor.
- This could also be done as a brief whole-class discussion.

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C Plan

Activity objective: Students choose a strategy to try at home then write a goal and share it with the class.

Goal: I will _____ (action)

_____ (frequency) for

_____ (time period).

1.

- Say, Now you will choose one strategy to try at home. Read over all the strategies and decide which one you want to try.
- Give students time to read and choose.

2.

- Point out the sentence frame for writing their goal. Model how to write it with a goal of your own. (I will put new words on sticky notes every week for the whole year.)
- Say, Now write your goal.
- Give students time to write their goal. Monitor their writing.

3.

- Say, Now it's time to share your plan with the class. Take turns reading your goal.
- For larger classes, divide the students into smaller groups.
- Close the activity by asking a few students to read their goal aloud.

Expansion Idea
Conduct a survey of how many will do each strategy. Say, Raise your hand if you will write sticky notes? Take note of how many will do each strategy and create a graph.

D Fun Review

Activity objective: Students write three sentences (two true statements and one fiction) and the classmates guess the fiction.

- Review the directions for the game Two Truths and a Fiction then have three students read the example speech bubbles to model how to do the game.
- If another model is needed, write three sentences of your own on the board and play the game with the class. For example: I took a cooking class last summer. I went kayaking last summer. I got a cat last summer. Ask the students to guess the fiction.

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- Give students time to write their three sentences (two truths and a fiction) then divide the class into small groups.
- Say, Take turns reading your sentences and guessing. Remind students to mix up the order in which they read their sentences.
- Monitor students while they complete the task. Offer support as needed.
- Close the activity by asking a few students to read their sentences aloud to the whole class.

Game Rules:

Write two sentences about what you did last summer.

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

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

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

Two Truths and a Fiction

1 _____

_____

2 _____

_____

3 _____

_____

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Lesson 6 Where did you go last summer?

Objectives

Students will...

- listen to and answer questions about past events.
- ask and answer Wh- and H- questions to keep a conversation going.

Warm up

Activity objective: Students review the unit vocabulary in a quick-write activity.

- Pair students to review the activity words from this unit.
- Tell pairs to write as many summer activities they remember from this unit. Give them 3 minutes to write. Say, You have three minutes to write as many summer activities from this unit. Be sure to have the correct spelling. You can't look in your book. Go!
- After three minutes say, Stop! Count the number of summer activities 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. 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 Listen

Activity objective: Students practice asking Wh- and H- questions in context.



1) _____? ❑

2) _____? ❑

3) _____? ❑

1.

- Write Who, What on the board. Say, These are called Wh- words. What other Wh- words do you know? Elicit them and write them on the board. (Where, When, Why) Then say, There is one that begins with H. What is it? (How)

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- Point out the picture of Amenzu. Say, Let's listen to Amenzu talk about his summer.
- Play the audio. Then, say, Let's listen again. This time, think of three Wh- or H- questions you can ask Amenzu about his summer.
- Play the audio. Then give students time to think and write three questions about Amenzu's summer.

Variation Idea
Work together as a class to come up with the Wh- or H- questions for Amenzu.

2.

- Say, Now, we will listen to Amenzu talk with Iman. Does Iman ask the same questions?
- Play the audio again and have students tick any of their questions that Iman asks.
- Ask, Did Iman ask any of your questions?

3.

- Point out the 11 questions in the Student Book.
- Give students time to read the questions. Then, say, I'm going to play the audio now. Tick the questions Iman asks.
- Review the questions Iman asked.

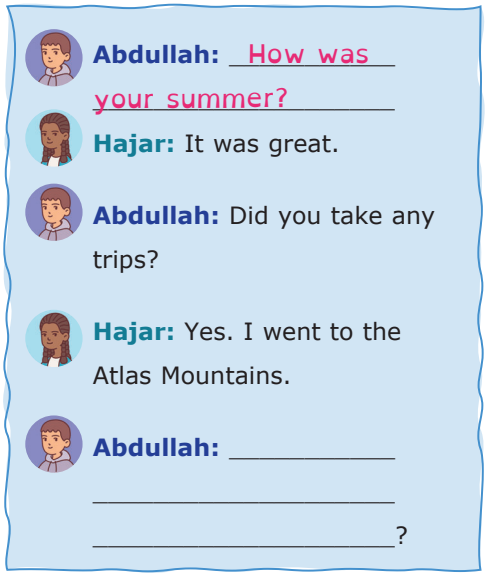
Key:
- How was your summer?
- What did you do?
- What was your job?
- How old are they?
- How many days did you work?
- What did you do with them?
- Which park did you go to?
- What did you do there?

B Read and Write

Activity objective: Students get more practice with writing Wh- and H- questions in a conversation.

1.

- Point out the messages between Abdullah and Hajar. Say, Here are some messages between Abdullah and Zakaria. Complete the conversation with a Wh- or a H- question. Let's look at the first one together.
- Look at the prepopulated question and show how we can figure out the question (How was your summer?) by looking at the response (It was great.)



- Do the first item together. Read the first four lines and then the sixth line (I went with my family) and ask, What question works here? (Who did you go with?) Write it on the board and instruct students to write the question in their books.

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- Have the students finish the exercise on their own then pair with a partner to compare their answers.
- Review the answers with the class by having students read the lines aloud.

Key: Below are possible answers. Accept others that are accurate.
How was your summer?
Who did you go with?
When did you go? What month did you go?
What did you do there?
Where did you stay? Where did you sleep?

2.

- Pair students and say, Now practice the conversation with a partner. Take turns with the roles.
- Monitor their conversations. Make note of any pronunciation issues with the past tense verbs. As a whole class, chorally practice (briefly) past tense verb pronunciation.

C Write and Speak

Activity objective: Pairs write and perform their own conversation using Wh- and H- questions.



1.

- Say, You are going to write a conversation like the one in Exercise B.
- Review the scenarios they can choose from. Say, First, you and your partner choose one of these scenarios.

2.

- Now say, Now write a conversation. Use 3 or more Wh-questions and 1 or more H-questions. You can use the conversation in Exercise B as an example.
- Pair students and give them time to plan and write their conversation.
- Walk around and monitor their work. Give suggestions when necessary.

3.

- After the allotted time, give students time to practice the conversation with their partner.
- Walk around and monitor their pronunciation.

4.

- Say, Now it's time to perform your conversation for your classmates.
- For large classes, group pairs into small groups and have them perform their conversation for each other. For smaller classes, each pair can perform their conversation in front of the class.
- Encourage them to be dramatic and act out their parts.

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Lesson 7 Tell me about a great summer day!

Objectives

Students will...

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

Warm up

Activity objective: Students review Wh- and H- questions by asking their partner(s) questions. regular past tense.

- Warm the class up by reviewing the Wh- and H- questions from Lesson 6 (Who, What, Where, When, Why, How).
- First elicit the Wh- and H- questions and write them on the board.
- Say, I'm going to tell you what I did last weekend and you're going to ask questions. Demonstrate the activity.
- Say, Last summer, I went to the mountains.
- Elicit Wh- and H- questions from the class. (Who did you go with? When did you go? How long were you there? What did you do there? What mountains did you go to? How did you get there? etc.)
- Then, pair students. Say, Do the same with your partner. One person says one sentence about what they did last summer, and the partner asks 3 questions about it. Then, switch roles.
- Walk around and monitor their pair work.

Variation Idea

Instead of having students work in pairs, do this warm up as a **Walk and Talk**. Students do the same as above but instead get a new partner after they ask their 3 questions. This can be done as many times as time allows.

A Read

Activity objective: Students discuss which type of day they would enjoy and then read about two great summer days.

1.



- Point out the three pictures. Say, Tell me about the three different days. Elicit that Picture A is a day in the forest. Picture B is a day at the beach and Picture C is a day at home, playing games.

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- Write a sentence frame on the board and tell students to tell their partner which day they would enjoy. Model it first.

  I would enjoy _____ because _____.

2.

- Point out the texts. Say, Now, read the descriptions and choose the best picture for the descriptions. Write the letter on the line.
- Give students time to read and match the texts to the pictures.
- Elicit the answers from the class.

Key: Text A = Picture B; Text B = Picture A

- Review any new vocabulary words and ask comprehension questions such as:

  A: Which city did he go to? (Agadir) Where did his parents take him and his friend? (Agadir beach). Who did Yousef bring with him? (his dog) What is the dog's name? (Bobby) How was the weather? (perfect) Where did they eat? (They had a picnic) What did they eat for lunch? (sandwiches) What did they do in the afternoon? (They went to the Timitar Festival and listened to music).

  B: Where did she go? (Ouzoud Waterfalls) What special day was it? (It was her birthday). Who went with her? (Her family) What did they drive through? (The Atlas Mountains) What did they do first? (hiked to the waterfall) Where did they eat lunch? (at a riverside cafe) What did they have for dessert? (a huge birthday cake)

Variation Idea

For lower level students, read the descriptions together. Be sure to stop after every sentence to check for meaning.

Differentiation Tip

After matching the texts to the pictures, give students different follow-up tasks based on their English level.

- **More support:**
  - Work in pairs to underline key words in the text (places, people, activities, food, weather).
  - Use the sentence frame on the board: *Where did ____ go? / What did ____ do?* to write 2–3 simple questions about the text.
  - Swap with another pair and answer each other's questions using short answers.
- **More challenge:**
  - Write 4–5 Wh- or How questions about the text without sentence frames.
  - Include at least one "Why" or "How" question that requires a longer answer or opinion.
  - Swap with another pair, answer each other's questions in full sentences, and then ask a follow-up question based on the answer.

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B Study a Narrative Paragraph

Activity objective: Students learn how to write a narrative paragraph.

1.

- Review the information box on Narrative Paragraphs. Show examples of paragraphs in the Student Book and in other books.
- Show the color coded sentences from Description A so students see the Topic Sentence, the Detail Sentences and the Concluding Sentence.

2.

- Point out Description B in Activity A and review the steps students need to do. Demonstrate how to do the steps by doing it with Description A.
- Give students time to do the steps. Monitor and help as needed.

3.

- Pair students. Tell pairs to compare their answers.
- Ask for any questions.

Teaching Tip
When teaching something new, it's always good to show lots of examples. Show the students paragraphs in books, magazines, and other resources so they become familiar with how to find a paragraph.

C Get Ready to Write

Activity objective: Students plan their narrative paragraph about a great summer day using a graphic organizer.

- Point out the graphic organizer for writing a narrative paragraph.
- Say, Now it's your turn to plan and write a narrative paragraph.
- Demonstrate how to plan by using the graphic organizer for your own narrative paragraph. So all students can see, draw the graphic organizer on the board and plan out your sample.

Sample

Where I went: The Atlas Mountains

Who I spent the day with: My friends

Words to describe my feelings: excited, happy, tired

What I did: hiked, camped, went fishing, swam in the river

Other information: saw wildlife

Words to describe the day: awesome, cool



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D Write a Paragraph

Activity objective: Students use their notes to write a narrative paragraph about a great summer day they had.

- Say, Now it's time to write your paragraph. Use your notes from Exercise C.
- Demonstrate how to do it. As you write your sample on the board, elicit the parts of the Narrative Paragraph (topic sentence, detail sentences, concluding sentence). Have students come to the board and label the parts of your paragraph and circle the sequence words.

Sample Narrative Paragraph

I had a wonderful time in the Atlas Mountains last summer! My friends went with me and we had a great time. First, we hiked along the path and we saw many kinds of animals. Next, we found a perfect place to camp. It was beside the river and we went fishing for our dinner. After dinner, we swam in the river. It was cold but it felt good. Finally, the next day, we hiked back to our car and drove home. It was the highlight of my summer!

E Check and Revise

Activity objective: Students learn how check their paragraph for various issues.

- Say, Now it's time to check your paragraph for correct spelling and punctuation. It's always good to look it over many times.
- Give students time to check and revise.

Variation Idea

Writing is a skill each student must practice independently to grow. However, you can make **the process** interactive by pairing students for each step!

Planning

1. Brainstorming what to write about
2. Thinking of details to add (to a mindmap, for example)

While writing

3. Helping each other with the word order and vocabulary.

Editing

4. Reading each other's writing for content, spelling, punctuation, etc.

Teaching Tip

When revising, teach students to look over their paper/paragraphs several times but each time with a different intent.

1. Read for content (make sure there's enough detail).
2. Read for sequence (make sure the sequence and flow of the paragraph works well).
3. Read for punctuation (make sure any necessary punctuation is in place).
4. Read for spelling (perform a spell check or check it over for any mistakes).

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Differentiation Idea

Differentiation Idea – Layered Writing Support on the Board

When moving from planning to writing:

Step 1 – Share your model with everyone

- Write your sample plan on the board and turn it into a paragraph together, labeling the topic sentence, details, and conclusion.
- Circle sequence words in a different color so they stand out.

Step 2 – Two writing "pathways"

- Lower-level students: Keep your sample on the board as a visible scaffold. Let them borrow sentence starters and sequence words directly from it. Encourage them to stick closely to the model's structure but change the details to match their own summer day.
- Higher-level students: On the other side of the board, write a challenge box titled **Try this if you can** with higher-level prompts:
    - o Add an extra event or detail not in your plan.
    - o Include at least one exclamation.

F Share your Writing

Activity objective: Students share their paragraphs with a partner.

- Say, Now it's time to share your paragraph with a partner.
- Pair students and give them time to read and ask questions about their topics in the paragraph.

Variation Idea

Have students draw a picture to accompany their narrative paragraph. Hang both the pictures and the paragraphs on the walls of the classroom (or hallways of the school) to showcase their work.

Teaching Tip

Have students draw a picture to accompany their narrative paragraph. Hang both the pictures and the paragraphs on the walls of the classroom (or hallways of the school) to showcase their work.

Special Tip for Teachers: Setting the Stage for Developing Writing all Year Long

This is students' **first** formal writing lesson of the year. The goal is to help them begin **understanding and practicing basic paragraph structure**—not to produce a perfect paragraph yet. Focus on:

- Recognizing the three main parts of a paragraph (topic sentence, details, conclusion).
- Starting to follow the **writing process**: *plan to write, write, check/edit, and share*.
- Gaining confidence in writing about personal experiences.
- Practice with and internalize the structure of writing an **introduction sentence**, **detail sentences**, and **a concluding sentence**.

Reassure students that they will continue to improve their paragraphs all year.

At this stage, **correct structure and organization**, even if grammar and spelling are still developing. **Praise effort**!

By the end of the year, students should be able to **independently** write a **clear, simple, and well-structured paragraph**. Use this lesson to set the tone for the year: writing is a **step-by-step process**, and each paragraph students write is part of the journey of improving writing skills.

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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.

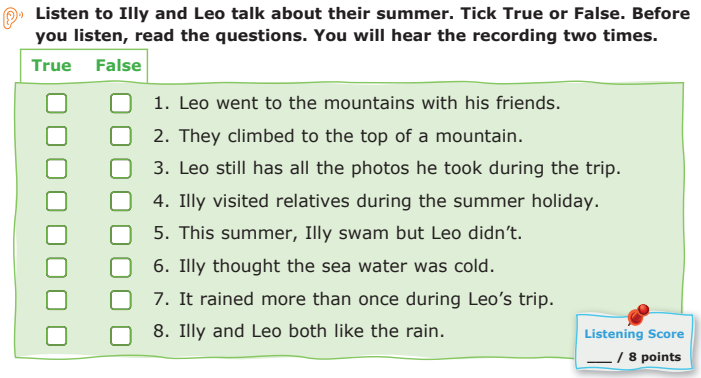
Take the Unit 1 Progress Test!

The end-of-unit test measures students' overall progress. The test features five sections:

- Listening
- Vocabulary & Useful Expressions
- Grammar
- Reading
- Writing

Always begin with the listening test first

- Tell students they will take a short test to track their learning progress.
- Tell students the test begins with a listening section.
- Ask students to point to the listening section
- Read the instructions aloud to the students.



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

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

Listening Score
___ / 8 points

- Say, Now I will play the audio. It includes time for you to read the questions. You will hear it two times.

The remainder of the test

- Tell students that they will now complete the rest of the test. Tell students what time it is now. Write it on the board. Tell the students when the test will finish (35 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.

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Unit 1, Lesson 8 Test Key:

A. Listening

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. True

B. Vocabulary & Useful Expressions

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

C. Grammar

1) went
2) did, do
3) took
4) came
5) did not see/didn't see
6) had
7) helped
8) relaxed
9) told
10) watched

D. Reading

1. photo (challenge)
2. Any two of these: dance in front of a statue, find a stranger with red shoes, take a group photo on a tram, sing a Moroccan love song for a tourist
3. on a tram
4. Yasmine, Aya, Bilal, and Nabil / the four friends
5. Accept logical answers. Examples: They had fun. They made memories. They liked the challenge.

E. Writing

See rubric.

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Rubric to Assess Writing in the Test

You can use the rubric below to assess students' writing for the Unit 1 test. The rubric gives **equal weight (3 points each)** to **organization/structure, content**, and **grammar/vocabulary**. This reflects the Unit 1 objectives, which focus on helping students:

- Organize ideas into a clear topic sentence, supporting details, and a conclusion.
- Include all required information about a past event (where, who, what, how felt).
- Use the past tense and relevant vocabulary accurately.

While mechanics (capitalization and end-of-sentence punctuation) are still assessed, they carry less weight because they are considered a foundational skill students should have largely mastered before Grade 9. This allows the primary focus to remain on basic fluency with the language of past events while building paragraph structure, which students will continue to develop throughout the year.

Criteria	Points	Description
Organization & structure	3	Clear topic sentence, details in logical sequence, and conclusion = 4 pts; mostly clear but 1 element missing = 3 pts; some sequence or structure issues = 2 pts; little or no clear structure = 0–1 pt
Content	3	All four required details included = 3 pts; missing 1 detail = 2 pts; missing 2 details = 1 pt; missing 3–4 details = 0 pt
Grammar and vocabulary	3	Mostly correct use of past tense verbs and appropriate vocabulary (may take risks and make mistakes but basics are mostly correct) = 2 pts; some past tense errors but meaning clear = 1 pt; almost all verbs not in past tense and extremely limited vocabulary make meaning unclear = 0 pts
Mechanics (punctuation, capitalization)	1	Few or no errors with end-of-sentence capitalization and use of capital letters = 1 pt; several errors that make reading difficult = 0 pts

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Choose and Complete One Unit Task!

- Review each option and steps. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Allow students to work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.

Option 1 — Summer Story Poster

Work individually. Create a poster of your summer vacation.

1
Draw or paste 3 – 5 pictures from summer.



Show one special day or different moments!

2
Write 3 fun sentences under each picture. Use exclamations!

Example: I made baghrir with my grandma. It was delicious!



3
Challenge!

🎯 Add a **when** or **where** phrase (Last July in Tangier).



🎯 Make a QR code linking to a 20 second English audio.



4



Share your poster with your classmates.

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.

Teaching Tip
Give students class time to work on their unit tasks. That way, you can provide support to individual students or groups of students who need help.

Stop & Check your Progress in Unit 1! (Self-assessment)

✅ **I can describe past events.**

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

☐ **I'm great at this!** ☐ **I want more practice!**

✅ **I can pronounce "-ed" endings correctly.**

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

☐ **I'm great at this!** ☐ **I want more practice!**

- 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? Check how you feel.
- Give students time to do the self-assessment. Answer any questions they may have about the language.

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Unit 1 Tell me about your summer!

Audio Scripts

Spotlight

Saif: Hi Allegra. How was your summer?

Allegra: Hi Saif! Summer was great. My pals and I went horseback riding and swimming almost every day. And I played cards with my brothers in the evenings. It was so much fun. How about you?

Saif: I helped my mom and dad at our grocery store on most days. I also read a lot of English books. In the evenings my friends and I played football or basketball. Oh, my family and I hiked to the Ackchour Waterfall at the end of the summer. It was amazing.

Allegra: That sounds really cool!

Lesson 1

A Chant: Summer Fun

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

B Vocabulary: Summer Activities

2. Listen and check your answers.

1. H sunbathe
2. E go fishing
3. G go camping
4. C have a barbecue
5. I visit a museum
6. B visit relatives
7. F stay at home
8. D travel to another country
9. A go kayaking

Narrator: Now listen and repeat.

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Words above are said one time followed by a pause to allow students time to repeat.

D Listen

1. Listen and complete the conversations.

Conversation A

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

Salma (female): Yes, it was awesome! My friends and I **went hiking** in the Atlas Mountains.

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

Conversation B

Yanis (male): How was your summer, Paola?

Paola (female): It was so fun! I **visited my** relatives in Spain.

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

Conversation C

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

Aymane (male): I wish. It was totally boring. I broke my leg so I just **stayed at home**.

Limam: Oh, that's **too bad**!

Lesson 2

A Vocabulary: More activities

2. Listen to check your answers.

1. E hang out with friends
2. I volunteer
3. F take lessons
4. C go fishing
5. A create videos
6. D go surfing
7. G help my parents
8. B join a speech competition
9. H work in the garden

Now listen and repeat.

Words above are said one time followed by a pause to allow students time to repeat.

B Read and Listen

2. Now listen and check your answers.

Camilla: Hey, Moustafa. How was your summer?

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

Camilla: Fun! Did you take any trips?

Moustafa: Yeah, I took a trip to Rabat. I visited my relatives there. My cousin and I hung out and

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we went fishing.

Camilla: Cool! I want to try surfing someday.

Moustafa: Did you go anywhere?

Camilla: No, my summer was pretty boring. I broke my arm so I just stayed home.

Moustafa: Oh, that's too bad.

C Pronunciation

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

1. stayed
2. started
3. worked
4. volunteered
5. watched
6. studied
7. listened
8. washed
9. used
10. uploaded
11. prepared
12. created

Lesson 3

B Read and Listen to the Story

See the story in the book.

Lesson 4

A Listen

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

The Ice Cream Incident

One hot summer day, Arinas, Elhiba, and Rachid went to the beach. Arinas bought three ice cream cones. She tried to carry them all. "I can do it!" she said bravely.

But a big seagull flew down. Arinas was surprised. She screamed and threw the cone in Elhiba's face.

Arinas laughed so hard that she dropped the second ice cream cone on Rachid's foot. Elhiba wiped ice cream off of her nose. Rachid wiped ice cream off of his foot.

They all looked at the seagull. It was eating their ice cream. Everyone laughed. It was a messy day, but they still had fun!

Lesson 5

No audio scripts.

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Lesson 6

A Listen

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

Amenzu: I had a great summer! I had a part-time job. I liked it a lot.

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

Iman: Hi Amenzu! How was your summer?

Amenzu: It was great! I had so much fun!

Iman: What did you do?

Amenzu: I had a part-time job.

Iman: That's great! What was your job?

Amenzu: My neighbor needed help. I babysat her kids.

Iman: Wow! How old are they?

Amenzu: The youngest boy is 5 years old and the older is 7.

Iman: That's good. How many days did you work?

Amenzu: Usually about 2 days a week. Whenever their mom needed some help.

Iman: That's good. What did you do with them?

Amenzu: I took them to the park.

Iman: Which park did you go to?

Amenzu: It's in our neighborhood.

Iman: What did you do there?

Amenzu: We played games with the other children.

Iman: Fun. That's a cool summer job!

Amenzu: Yes! I liked it a lot!

Lesson 7

No audio

Lesson 8

A Listening

Narrator: You will listen to Illy and Leo talk about their summer. For each statement, circle True or False. Before you listen, you have 30 seconds to read the statements. (30 second pause).

Narrator: Now listen. You will hear the conversation two times. (2 second pause).

Illy: Hey Leo! How was your summer?

Leo: Hi, Illy. It was great! I went to the mountains with my family.

Illy: Cool! What did you do there?

Leo: We camped and hiked almost every day. We even hiked to the top of Mt. Toubkal. The view was amazing.

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Illy: Wow! Did you take any photos?

Leo: Yes, beautiful ones. But I don't have them now because I dropped my phone in a mountain stream. I lost everything.

Illy: Oh no! I'm so sorry.

Leo: How about you? Where did you go?

Illy: I visited my cousins. They live near the beach so we swam a lot.

Leo: Lucky! I didn't swim at all this summer. Was the water cold?

Illy: No, it was perfect. We had so much fun. How was the weather - did it rain in the mountains?

Leo: Just once. We stayed inside our tent and played cards. The rain was peaceful.

Illy: Ahhhhh, rain always helps me relax.

(2 second pause) Narrator: Now listen to the conversation again and check your answers.

(repeat conversation)

That is the end of the listening test. Now move to Part B of the test.

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Unit 2 Join the club!

Unit Overview

This unit is about school clubs and life experiences.

Unit Overview

This unit focuses on describing club activities and sharing life experiences. Students will discuss their interests and explore various types of school clubs. Through conversations with classmates, they will use the present perfect and simple past tenses to talk about personal experiences and apply new vocabulary to describe people's personality traits. They will also develop skills in identifying main ideas in conversations and reading for key information to support decision-making. In Lesson 3 (DEAR), students will read about the life of Moroccan musician RedOne, while in Lesson 5 (Global Citizenship), they will explore tips for managing money responsibly. For the unit task, students can choose from creating a timeline of their life experiences, conducting a class survey, or designing a club poster.

Overall Outcome

By the end of this unit, students will be able to describe school clubs, personal interests, and life experiences in spoken and written form, using appropriate vocabulary for personality traits, as well as present perfect and simple past tenses. They will be able to ask and answer questions about experiences, identify main ideas and key details in short texts and conversations about clubs and life experiences, and write a short paragraph about their own life experience(s). They will connect what they read to real-life contexts and apply strategies for managing money responsibly.

Learning Objectives

Students will...

- describe school clubs and activities.
- describe life experiences and personalities.
- use the present perfect with regular and irregular verb forms.
- identify main ideas and details in conversations.
- read for key information to make decisions.
- read for pleasure and react.
- learn how to manage money

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Lesson 1: I want to join the gaming club.

School Clubs and Activities

- Clubs (Culture, Drama, Student Council, Chorus, etc.)
- Activities (sing songs, give talks, act, play instruments, etc.)

Lesson 2: Have you ever played the guitar?

Life Experiences

- Listening and identifying the clubs and activities people talk about
- Grammar: present perfect and simple past (I have joined a club before. I have never given a speech. I started a drama club at my school last year.)
- Reading about people's experiences and suggesting a club for them to join

Lesson 3: Drop everything and read (DEAR)!

Read for pleasure and react

- Short biography of Moroccan Musician RedOne

Lesson 4: Have you ever been to Egypt?

Discussing life experiences

- Grammar: present perfect with irregular verbs
- Asking and answering questions with "Have you ever...?"

Lesson 5: Global Citizenship and Fun Review

Learn smart tips for earning, budgeting, and spending money

- Read and discuss tips for managing money
- Work with a group to make a plan for how to budget money

Lesson 6: What's your new friend like?

Talking about people's personalities

- Vocabulary for personality traits (energetic, rude, polite, lazy, etc.)
- Read for details about interests and personalities to make a decision

Lesson 7: I think I'm in the wrong club!

Reading and responding to a comic

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

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 2 Test
- Unit 2 Tasks-Choose one!
- Unit 2 Stop & Check (self-assessment)

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Unit Spotlight

Activity objective: Students activate prior knowledge of school club vocabulary, listen for and identify club names, and discuss preferences, linking visual cues with listening and speaking practice. This keeps the sequence logical: activate → listen → identify → write → discuss.

Spotlight

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

robotics club

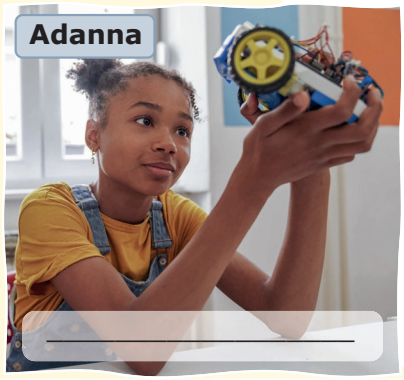
martial arts club

music club

environment club

language and culture club





1.

- Introduce the unit – Point out the title of the Unit (Join the club!) and say, This unit is about school clubs and free-time activities. We will listen to these teens talk about their interests.
- Activate prior knowledge –Point out the pictures and ask What do you think their interests are? (music, science, nature, playing guitar, cars, etc.)
- Pre-teach / review vocabulary –Check understanding of the clubs vocabulary in the box. Have students repeat the pronunciation. Use gestures or simple sketches to help students recall words (these clubs were learned in grade 8 but students may need support to remember them).
- Set the task – Say, Listen. Which club do you think is best? Write the club for each person.
- First listening – Play the audio. Then, have students compare their answers with a partner.
- Second listening –Play the audio again and have students check their answers.
- Feedback – Review the answers together.

Key: 1. Adanna: robotics, 2. Hamid: language and culture, 3. Alma: environment, Jai: music

2.

- Pair discussion – Say, Talk with your partner about which club you want to join. Write the following sentence frames on the board: What club do you want to join? / I want to join the _____ club because ....
- Model- Give an example for yourself, for example, I want to join the environment club because I love nature. You might want to write this frame: (e.g., I'd like to join... because...).
- Share preferences – Close by asking a few students about the clubs they want to join. Tolerating mistakes at this stage allows learners to take risks, experiment with new language, and build fluency.

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Lesson 1

I want to join the gaming club.

Objectives

Students will...

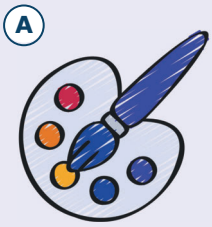
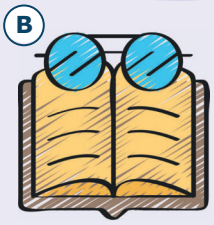
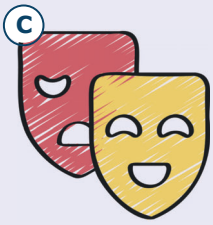
- talk and write about school clubs and activities.
- Identify key information in a school club poster.

A Use Vocabulary: School Clubs and Activities

Activity objective: Students will activate and apply school club vocabulary by identifying and labeling different clubs shown in pictures. They will collaborate with a partner to write the correct club name under each picture, then listen to an audio track to check and confirm their answers.

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

Culture	Student Council	Chorus	Band
Gaming	Public Speaking	Fitness	Environment
Drama	School Magazine	Reading	~~Art~~

A	B	C	D
			
Art club	_____ club	_____ club	_____ club

1.

- Point out the names of clubs and the pictures. Say, These are names of school clubs. Match the clubs to the pictures. Write the name of the clubs under the pictures.
- Point out the example. Ask, What is this a picture of? (paint / a paintbrush). Which club paints pictures? (art club) We write art under the picture.
- Say, Now work with a partner. Complete the task.
- Monitor their work.

2.

- Say, I'm going to play the audio. Listen and check your answers. Then play the audio.
- Say, I'm going to play it again. Listen and say the clubs. Then play the audio again.
- Close the activity by saying a club and having the students point to the picture.

Key: A. Art, B. Reading, C. Drama, D. Gaming, E. Culture, F. Environment, G. Public Speaking, H. Fitness, I. Chorus, J. Band, K. School Magazine, L. Student Council

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A Read and Listen

Activity objective: Students build reading and listening comprehension by identifying clubs from a poster and linking them to activities, then personalize learning by discussing which clubs they like and why.

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

Band	Chorus	Environment	Drama
Public Speaking	Art	Photography	Culture



1.

- Have students read the clubs in the box. Go over the meaning and pronunciation of the additional club, "Photography."
- Say, Read the activities on the poster. Then write the names of the clubs.
- Point out the club activities poster. Use gestures or sketches to preview challenging vocabulary (scenes, pick up trash, harmony, speeches, handicrafts, instruments).
- Ask students to work individually to complete the task. Monitor their work.

2.

- Have students compare answers in pairs.
- With the whole group, confirm the answers.

Key: A. Drama, B. Environment, C. Chorus, D. Public Speaking, E. Art, F. Band

- Write sentence frames on the board:

  Which clubs do you like?

  I like the _____ club because ....

- Ask students to talk in pairs to ask and answer the questions. If time allows, have students change partners and have another conversation.
- Finish by asking a few students which clubs they like.
- Acknowledge participation and ideas, praising both effort and clarity (e.g., Say, *"Great job explaining your choice"* or *"I like how you used the vocabulary"*). This builds confidence, encourages speaking, and values communication over perfect grammar.

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Teaching Tips

1. Build Vocabulary with a Word Wall: Help students expand their active English vocabulary with an interactive word wall. Whenever a new vocabulary word comes up, write it on an index card and post/tape it in a dedicated word wall space. Use the cards to review regularly, play matching games with definitions, give clues and have students guess the word, use the words for sentence-writing practice, etc.

2. Encourage Equal Participation: During pair or group discussions, circulate and listen to quieter students. Prompt them with simple follow-up questions (e.g., Which club do you like? Why?) to ensure everyone has a chance to speak. If time permits, rotate partners to give students fresh opportunities to share ideas and practice the vocabulary in different contexts.

C Speak

Activity objective: Students integrate vocabulary, speaking skills, and creative thinking by working in groups to design a new club, create a poster, and present it, using language from the lesson and prior knowledge.

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

1	2	3	4
Brainstorm ideas.	**Choose one idea together.**	**Complete the club poster below.**	**Get ready to introduce your club to your class.** (Practice what you will say!)

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

1.

- Point out Activity C. Say, You're going to create a club with a group.
- Read the four-step instructions aloud and point out the Teamwork Tip.
- Point out the club poster template. Say, Work together. Write your ideas on the poster.
- Allow time for brainstorming and poster creation. Circulate to monitor progress, provide support, and encourage all group members to participate.

Teaching Tips

- With multi-step group activities, it is helpful to give students a time limit for each step to help groups focus and stay on task. For example, give 5 minutes for brainstorming and choosing an idea and 5 minutes for creating the poster.
- Brainstorming is an important collaboration skill. Help students develop this skill by encouraging groups to make sure everyone has a chance to contribute, group members listen to one another's ideas without positive or negative comments, and write down all ideas, so they can discuss and choose the idea that best suits their group's goal.

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2.

- Say, Each group will present your club poster to the class. Explain that each group member should have a role in the presentation.
- Ensure that groups have time to practice what each member will say.
- Point out the Presentation Tips and model speaking to the class in a loud, clear voice while smiling and using eye contact.
- Call on groups to present their clubs.
- Acknowledge group effort and creativity, highlighting clear presentations and good teamwork.

Presentation Tips! Smile! Use eye contact. Speak in a loud, clear voice.

Differentiation Tip

You can differentiate when students present to the class!

More support: Let students read from the poster (or notes they took). Pair them with a stronger speaker for parts that require more fluency. Encourage slow learners to rehearse.

More challenge: Ask students to present without reading from their book/poster. If they need to look, they read then "look up and say." You can also have more advanced students answer one question from the audience or the teacher about the club.

Teaching Tip: Tolerating Mistakes

Remind students that making mistakes is natural, especially in challenging presentations. Emphasize that the goal is to communicate ideas clearly and confidently, not to speak perfectly.

3.

- Have the class vote on the club they like best. Encourage other students to say why they like the idea.
- After all presentations, ask students to listen carefully and vote for the best new club based on creativity, clarity, and appeal. Tally the votes and announce the winning club.
- Have the class vote on the club they like best. Encourage students to say why they like the idea. Model or provide a simple frame to guide them: *"I like the _____ club because _____."*
- After all presentations, remind students to vote for the best new club based on creativity, clarity, and appeal. Tally the votes, announce the winner, and lead the class in a round of applause for all the groups.

Expansion Idea

1. To help students develop digital technology skills, have them create slides to accompany their presentations, or have them create video presentations and play the video for the class.
2. If digital tools are not available, have students create large, colorful posters or hand-drawn visuals to accompany their presentations. They can also prepare short role-plays or use props related to their club idea to make the presentation more engaging and memorable.

DifferentiationTip

More support: Keep the club poster example visible on the board and provide sentence starters (e.g., Our club is called..., We meet to..., In our club, we...). They can adapt these directly to their own ideas.

More challenge: Ask students to include at least one persuasive statement in their poster or presentation explaining why other students should join their club, and to use varied vocabulary for personality traits or activities.

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Lesson 2

Have you ever played the guitar?

Objectives

Students will...

- read and listen for details about people's life experiences.
- use the present perfect to talk about life experiences.

Warm up

Activity objective: Students reinforce vocabulary from Lesson 1 through a fast-paced guessing game that connects actions to club names, promoting quick recall and speaking fluency.

- Review the school club vocabulary from Lesson 1 by playing a game.
- Divide the class into groups. Each team chooses one member to go first.
- Gesture a club activity (painting, singing, playing an instrument). The first student to say the club (art, chorus, band, etc.) wins a point for their team and acts out the next activity.
- Teams choose a new member to represent their team and continue playing.

A Read and Listen

Activity objective: Students listen to and read conversations about clubs and activities, identifying details and checking comprehension, then practice speaking through role-play.

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



1.

- Point out the picture and the icons in the thought bubbles. Ask, What do you think the students are talking about? (school clubs: hiking, kayaking, drama, public speaking).

2.

- Say, We are going to listen to their conversation. Write the clubs and activities you hear.
- Play the audio. Then have students compare answers in pairs.

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3.

- Say, Now you will read the conversations and check your answers.
- Then give students time to practice the conversations together in trios.
- Clarify the meanings of any challenging vocabulary in the conversation (have a debate, performance, etc.)

Key: Environment club. Explore parks, kayak, public speaking club, give talks, have debates, Drama club, act in a play, Magazine Club, take videos and pictures

Differentiation Tip

- **More support:** Before playing the audio, pre-teach or review the most challenging club-related vocabulary using the pictures in the Student Book. Let students listen once without taking notes, then a second time with the task.
- **More challenge:** After listening, ask students to add one extra detail about each club not listed in the key, using their own words.

Teaching Tip: Linking the Student Book & ILAB

Link Student Book lessons and tasks directly to the corresponding ILAB activities, and assign them to provide targeted practice for reinforcement or extension.

Variation Tips

- For classes that need extra reading support, read the conversation aloud and have students **whisper read** along as you read.
- Activity 3 gives students an opportunity to practice **scanning a text for specific words and information**. Highlight that they will use the text to check their answers. Elicit the words they should look for in the text (names of clubs and activities). Then encourage them to scan the text quickly for those words.

4.

- Say, Read the statements and tick true or false.
- Call on students to read the statements aloud.
- Have students complete the task in pairs. Then Check answers together as a class.

Key: 1. False, 2. True, 3. False, 4. True, 5. False, 6. False

Expansion Idea

For additional grammar and pronunciation practice, write the following examples of contractions from the conversation on the board. Have students repeat the contracted forms after you before they practice in groups.

I'm (I am)

You're (You are)

Haven't (have not)

I've (I have)

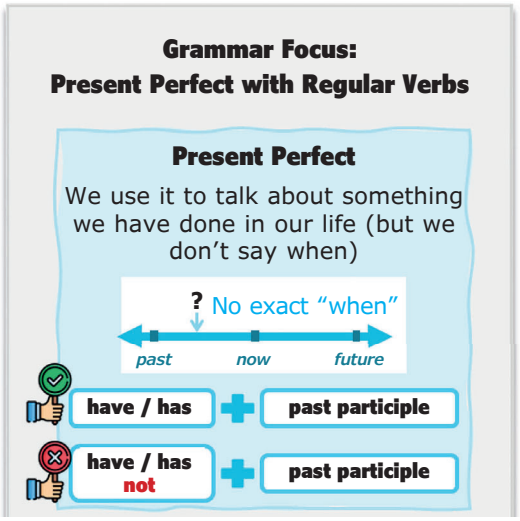
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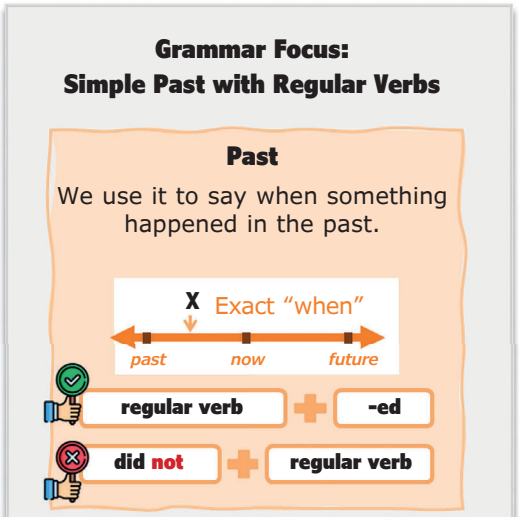
What's (what is)
That's (that is)
It's (it is)
We're (we are)

B Use Grammar in Context: Present Perfect and Simple Past

Activity objective: Building on the conversation, students notice and compare present perfect and simple past forms, and practice identifying and using them to talk about life experiences.

1. Read the Grammar Focus boxes.





1.

- On the board, write the following sentences from the conversation in Activity A:
  - I moved here from Imlil last summer.
  - I've explored parks before.
- Say, Both sentences are about the past. What do you notice about the verbs? (They are different, One is the simple past with -ed, the other has "have".)
- Elicit ideas from students. On the board, circle "last summer" and "before." Say, Let's learn the difference between these two forms.
- Point out the Grammar Focus boxes and have students read the information.
- On the board, draw the following T-chart. Have students refer to the charts in the book to help you complete the missing information.

Present Perfect	Simple Past
We use it to ... Examples: Positive sentence: Negative sentence: Question: Time words:	We use it to ... Examples: Positive sentence: Negative sentence: Question: Time words:

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Teaching Tip: Using Grammar Charts
Before having students read grammar charts, it is helpful to give them opportunities to notice various examples of the grammar form within the context of a text or conversation. This helps students understand and internalize not only the form, but also the meaning and usage of the new grammar point.

2.

- Say, Now read the conversation in Activity A again. Find the examples of the present perfect.
- Point out the 3-step directions. Use the examples in the completed chart on the board to clarify the meanings of "positive statement" and "negative statement."
- Remind students to scan the text for the present perfect forms.
- Have students compare answers in pairs. Then call on students to come to the board and add the examples to the chart.

C Write

Activity objective: Students consolidate grammar learning by writing sentences in present perfect form, reinforcing accuracy before applying it in communicative contexts.

1. Complete the sentences with the present perfect form.

a) Anna and Katie _____ _____ at the animal shelter before. (volunteer)

b) Sami _____ never _____ the guitar. (play)

c) I _____ not _____ on stage before. (act)

d) They _____ _____ many countries. (visit)

e) She _____ _____ _____ Spanish. (never, learn)

f) Salim and Silin _____ _____ in the mountains many times. (camp)

g) _____ you _____ a school club yet? (join)

h) _____ he ever _____ videos for the drama club? (create)

1.

- Point out the pairs of sentences. Demonstrate how to do the exercise by doing the first item together. Say, Read the sentence. The verb is *volunteer*. What is the present perfect form? (have volunteered)
- Say, Now complete the rest of the items. Monitor their work.

2.

- Have students compare answers in pairs. Then check answers together as a class, and celebrate correct responses with positive feedback or a quick round of applause.

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D Read and Suggest

Activity objective: Students read about people's experiences, make present perfect statements, and suggest clubs for them, integrating reading comprehension, grammar, and speaking skills.

1.



- Point out the photo. Say, Student council members are suggesting clubs for their classmates to join.
- Clarify the meaning of "suggest." Say, *Suggest* means to give ideas. I have taken singing lessons and I play several musical instruments. What clubs do you suggest for me? (band, chorus)
- Put students in pairs to read the conversation. Monitor their practice.
- Call on a pair to read the conversation aloud.

2.

- Point out the three checklists with the information about Taylor, Sam, and Siham.
- Statements.
- Call on students to use Taylor's checklist to make present perfect statements. Say, Look at the chart. Tell me about Taylor's experiences. For example, She has played an instrument. (She hasn't cooked a meal. She hasn't acted in a play. She has hiked or camped. She has created videos. She has planted new trees or flowers.) Point out the club suggestions below Taylor's checklist.
- Put students in pairs. Then say, Now talk with your partner about Sam and Siham. Write the clubs you suggest.
- Monitor the conversations.

Differentiation Tip

- **More support:** Provide sentence starters to help students make suggestions (e.g., She has... so she should join..., He hasn't... so maybe he should try...).
- **More challenge:** Ask students to justify their club suggestions with **two** reasons.

3.

- Point out the Real World English box and write the following sentence frame on the board: I think _____ should/shouldn't join the _____ club because s/he has/has never _____.
- Call on pairs to share their suggestions. Focus on accuracy and praise success.

Expansion Idea

Before moving to the next activity, have students add two more relevant experiences to each checklist in the Student Book (e.g., "has visited another country," "has cooked for their family"). They then make present perfect sentences about these new items and suggest clubs based on them.

Extension idea

Have students use the items on the checklist to create present perfect sentences about their own experiences. Have them share their sentences in pairs and suggest clubs for their partner.

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Lesson 3 Drop everything and read (DEAR)!

Objectives

Students will...

- read and react to a story.
- connect ideas from a story to their lives.

A Preview the Story

Activity objective: Students engage in schema activation, make content predictions, and acquire target vocabulary prior to reading, contextualizing new lexical items to support comprehension.

1.



- Show pictures or write the names of different popular musicians on the board, or play clips of songs that students are likely to know from their own cultural and social context. Elicit the names of the musicians and ask: What is their job? (musician) **and** Why do you think they are popular or successful?
- Put students in pairs.
- Read the first question aloud. Give students one minute to think of Moroccan musicians they know (students might mention very pop-oriented singers for fun—stay composed and accept all answers). Elicit ideas and write them on the board. Then follow the same procedure with the next two questions.

2.

- Read the vocabulary words and have students repeat after you. Then read the definitions aloud.
- Say, These words are in the story we will read. Match the words to their meanings.
- Have students compare answers in pairs. Then Check answers together as a class.

Key: 1. b, 2. c, 3. A, 4. d

3.

- Point out the pictures and read the title of the story aloud. Then ask, What do you think the story is about?
- Highlight the help phrases in the speech bubbles (*I think it's about...*, *Maybe it's about...*) and model how to use them.
- Invite several students to share their ideas using the target phrases.

Expansion Idea
Play the video of the 2025 FIFA Club World Cup song that RedOne produced, "We will rock you." See Video links in the digital kit for a video you can play one of RedOne's songs. Ask students if they know who produced the song. Tell them it was produced by RedOne, a famous Moroccan musician that we will read about.

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B Read and Listen to the Story

Activity objective: Students read and listen to a biography to learn more about a familiar musician for pleasure.

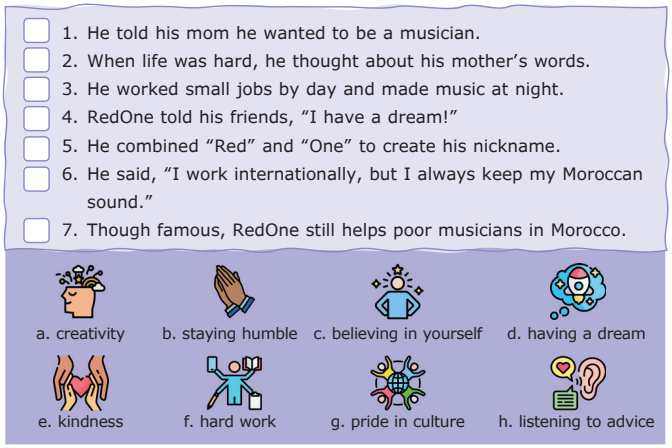
- Say, I am going to play the audio of the story. Listen and follow along.
- Encourage students to "whisper-read" along with the audio and try to keep up with the pace of the speaker on the recording.
- Pause at significant points to focus students on key points in RedOne's life. For example, ask, What did RedOne's mother say about his dream? "Why was his life difficult?" "What helped him become successful?", etc. These meaning-making questions can foster a more interactive reading experience that supports students' understanding and skills for processing and synthesizing information from a text.

C Think about the Story

Activity objective: Students organize the story's events, link ideas to values, and relate them to their own lives. Students also share their own share future dreams, integrating reading, speaking, and personal reflection.

1.

- Have students read the events from the story in the box.
- Read the values below the box and have the students repeat after you.
- Use gestures and drawings to clarify the meaning of the challenging word and phrases (stay humble, pride in culture, etc.)



- Say, Let's do the first example together. *He told his mom he wanted to be a musician.* Which value below matches this statement? (d. Having a dream)
- Then say, Complete the rest of the items.
- Monitor while students are working.
- Check answers together as a class.

Extension idea
Support students' critical thinking skills. Have them reflect on advice or support they have received from parents, relatives, teachers, or coaches that has helped them be successful in school, sports, etc.

2.

- Ask, Who is a successful person you know? Clarify that a "successful" person does not have to be a famous celebrity. It can be a successful student, businessperson, parent, etc. Encourage them to think of peers, family members and others in their own lives.

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- Give an example of a person you know and give a model for example, My daughter is a successful dancer. She believes in herself, works hard and practices every day.
- Give students time to think of a person and make some notes. Encourage them to use the values in the student book to explain why the person is successful.

Teaching Tip
Use the Think-Ink-Pair-Share technique to help support students during speaking tasks like Activity C2. Students first think, then make notes on their ideas, then share with a partner before sharing with the class.

3.

- Say, You are going to share your dreams for the future. Tell students about a dream you had when you were their age, explaining whether you achieved it and what values or habits helped you succeed. Choose examples that are **age-appropriate, culturally respectful, and relevant to students' lives, avoiding topics that are too personal, sensitive, or controversial.** Focus on positive, relatable values such as perseverance, curiosity, or teamwork to inspire and encourage them.

Teaching Tip
Sharing personal anecdotes with students helps build a safe classroom community, and helps students feel more open and willing to share about themselves.

- Point out the graphic organizer and read the titles aloud. Say, Fill in the blanks with your goals and dreams. Remember to include the values that will help you achieve your goals.
- Give students time to complete their notes. Monitor while they are working.
- Have students share in pairs. Write these sentence frames on the board for support: In the future, I hope to have ... / I hope to be... / I want to ...

  The values that I think will help me are.

  Invite a few students to share their dreams with their classmates.
- **Close the activity** – Praise students for their ideas and participation. Highlight the variety of goals and values mentioned, and remind them that working toward their dreams takes time, effort, and persistence.



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Lesson 4

Have you ever been to Egypt?

Objectives

Students will...

- discuss life experiences using irregular verbs.
- ask and answer questions about whole-life experience.

Warm up

Activity objective: Students review the present perfect by asking and answering, "Have you ever...?" questions, finding shared experiences, and preparing for grammar work.

- This activity will review the present perfect.
- Write "Have you ever...?" on the board. Say: *We're going to talk about life experiences*. Ask: What are some questions you can ask to find out about someone's life experiences?
- Elicit and model while listing students› ideas on the board.
- Choose one or two questions to ask to students and elicit their responses. Write the sample positive and negative responses on the board: "Yes, I have... "/ "No, I haven't / have never..."
- Put students into pairs and set a timer for three minutes. Partners ask each other *Have you ever* questions and try to find as many experiences they have in common within the time limit.
- Call on a few pairs to share what they have in common. Write sentence frames on the board to support their responses: "We both have ... / We have never ..."

A Sing

Activity objective: Students develop pronunciation, intonation, and vocabulary skills by listening to and singing a song. They then demonstrate comprehension and creativity by proposing an original title for the song.

1. 1. Listen to the song. Then sing along!

Yo, yo!
Uh—what's up, friends?
Let's vibe with it...
Check it out now—uh!
I've found a club for me—
Hey!
I've taken dance, come see!
Let's go!
Have you ever read a book so cool?
Oooh yeah! That story ruled!
Have you ever seen a comic that pops?
Boom! Pow! Can't make it stop!
Have you ever sung with friends so clear?
Voices strong
Join a club— cheer, cheer, cheer!
Yeah! Join a club— cheer, cheer, cheer!
Say what? Join a club— cheer, cheer, cheer!
Let's go!



- Point out the lyrics of the song. Say, Let's listen to a song! Read along as you listen.
- Play the audio once. Then say, Now it's your turn. Listen and sing along.
- Play the audio. Clap and sing along with students.

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Variation
Divide the class in half. One half of the class sings the lines of the song written in black text, and the other half sings the lines in blue text. Play the song again and have them switch roles.

2.

- Pair students. Say, You are going to think of a good title for the song. Use your imagination.
- Elicit the titles of a few songs students know, and have them think about what makes them good titles.
- Give pairs time to work. Monitor and offer support while pairs are working.
- Ask a few pairs to share their ideas with the class. Vote on the best title for the song.

Teaching Tip
For large classes, you can increase participation and student-speaking time by having each pair join another pair to share their ideas, rather than asking for volunteers or calling on a few students to share. Writing sentence frames on the board to support their conversation will also encourage the use of English, for example, "Our song title is... We chose it because ... What's your song title?"

Differentiation Tip
More support: Provide pairs with a short list of possible song titles that match the song's theme or mood. Students choose their favorite and explain why, using the sentence frame on the board.
More challenge: Ask students to create two possible titles and write a short tagline (one sentence) for each that could be used to promote the song on social media.

B Use Grammar in Context: Present Perfect with Irregular Verbs

Activity objective: Students identify and practice present perfect forms with irregular verbs in a meaningful context, reinforcing grammar understanding through real language use. They then write questions with the correct verb form for communicative interaction, highlighting the importance of learning grammar as it naturally appears in texts and songs.

Grammar Focus: Present Perfect with Irregular Verbs

Subject + have/has + past participle.			have/has + Subject + past participle?		
I / You / We / They	have	gone to Egypt.	Have	I / You / We / They	ever been in a club?
He / She / It	has not	written a play.	Has	He / She / It	seen the club schedule?

1.

- Say, You have practiced the present perfect with regular verbs. Write the following examples on the board with regular verbs: Have you ever played chess? She has never watched that video.
- Point to the underlined words and say, Regular verbs in the present perfect use *have* or *has* + the past participle with *-ed*.
- Say, Now let's practice with irregular verbs. Look at the song in Activity A. Find and circle the verbs in the present perfect.

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- Monitor students' work.
- Elicit the examples of the present perfect. Then ask, What do you notice? (The verbs are different. The verbs do not end in -ed.)

Key: I've found, I've taken, Have (you ever) read/seen/sung

Teaching Tip
Be sure to point out the examples of contractions and explain that "I've" means "I have." Explain that contractions are a shortened form used in speaking and informal writing.

2.

- Say, Let's read the grammar box.
- Read the example sentences aloud and have students repeat.
- Call on students to tell you the irregular past participles. (gone, written, been, seen).

3.

- Have students turn to the list of irregular past participles in the back of their books. Say, You will use this list to complete this exercise.
- Point out the partial questions. Say, You will make questions with *Have you ever...?* Let's do the first one together.
- Read aloud the question: Have you ever ... to another country? What is the past participle of be? (been)
- Model writing the word in the blank. Read aloud the full question.
- Monitor as students complete the exercise individually.
- Ask students to check their answers in pairs or check as a class.

Key: Top row: been, seen, swum; Middle row: gone, had, sung; Bottom row: eaten, met, ridden

Have you ever _____ (be) to another country? 	Have you ever _____ (see) a shark? 	Have you ever _____ (swim) in a river? 
Friend Name: _____	**Friend Name:** _____	**Friend Name:** _____

Differentiation Tip: Using the Past Participle List
More support: Have students highlight or underline the needed verbs in the past participle list before filling in the blanks on the gameboard in B3. This helps them locate the correct form more quickly.
More challenge: After completing the exercise, ask students to add one extra "Have you ever...?" question of their own using a different verb from the list (during the next activity or at the end of the class, students can ask a partner or the class the extra questions they wrote).

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C Play Walking Bingo

Activity objective: Students gain fluency and confidence through a mingle game, asking and answering their "Have you ever...?" questions with multiple partners.

1 **Walk around and ask your classmates the questions.**

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

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

- Write a focus frame on the board showing: Question stem: Have you ever...? Positive answer: Yes, I have. Negative answer: No, I haven't.
- Say, You are going to play Bingo with the questions you made.
- Ask for a volunteer to stand and model the task with you. Choose a question from the Bingo board in Activity B3 and ask the student. While modeling, point to the focus frame on the board so students can see how to answer, using the examples: *"Yes, I have."* and *"No, I haven't."*
- To clarify the instructions, say, If your partner says yes, write their name. If they say no, do not write their name. Say 'thank you' and find a new partner. When you have 3 in a row, call out Bingo!
- Monitor while students mingle and play the game.

Variations

Ideas for large classes, or classrooms with limited space:

1. Have students ask the questions to students seated near their desk.
2. Play as a tic-tac-toe game with two teams.
   - Divide the class in half and assign a Team X and a Team O.
   - Each team chooses a member to start the game. They do rock-paper-scissors to determine who goes first.
   - The student chooses a question from the chart to ask any member of the other team.
   - If that member answers "yes," their team gets an X on that question.
   - Alternate teams and players until a team gets 3 in a row.

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Lesson 5 Global Citizenship & Fun Review

Objectives

Students will...

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

Warm up

Activity objective: Students activate background knowledge by discussing the meaning of being smart and kind with money, building interest and context for upcoming reading tasks.

- Write the words smart and kind on the board. Say, This lesson is about being smart and kind with money. What do you think it means to be smart with money? Elicit answers • such as: Saving money for the future, not spending too much, etc.
- Ask, Now, what do you think it means to be kind with money? Elicit answers such as: helping others, giving money to those who need it, etc.
- Write on the board examples **elicited from students** of *Smart with Money* (e.g., saving regularly, comparing prices, avoiding unnecessary expenses) and *Kind with Money* (e.g., donating to charity, helping friends or family in need).

A Read

Activity objective: Students skim and read a poster on using money wisely, choose section titles, and answer comprehension questions, learning practical tips for money management.

☐ How to use money wisely ☐ How to help others in need

1.

- Point out the poster and read the answer choices in the box. Go over the meaning of "wisely." Say, When you use money wisely, you are careful not to waste it.
- Have students skim-read the poster. Ask, Is it about how to use money wisely or how to help others in need?

Key: how to use money wisely

Teaching Tip
In this section, students may choose either answer and be able to give a reasonable rationale. **It is fine to accept multiple reasonable answers.** Since the goal is to check gist understanding, accept either choice if students can briefly explain why they chose it. This reinforces the idea that skimming is about getting the general idea rather than identifying every detail.

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Expansion Idea / Extension
Ask students to tell you the words and phrases on the poster that helped them choose the correct answer. Ask, How do you know it is about using money wisely? Asking students to support their answer choices with evidence from the text reinforces comprehension and critical thinking while reading.

2.

- Say, Now you are going to read the poster and choose a title for each section.
- Read the 4 titles aloud.
- Explain, draw, or gesture the meanings of the title words.
- Say, Let's do the first one together. Read aloud the text in the first section. Ask, What is the best title for this section? (Earning)
- Monitor while students complete the remaining items. Then go over the answers.

Key: 1. Earning, 2. Saving, 3. Spending, 4. Budgeting

3.

- Give students time to preview by reading the questions and answer choices silently.
- Say, Now read the poster again and answer the questions.

Teaching Tip
To support reading development, it is helpful to provide opportunities for students to read texts both aloud and silently. Reading aloud supports fluency and pronunciation; while silent reading allows students to better focus on comprehension, cognitive processing and synthesizing information.

- Have students work individually to circle the answers and then compare in pairs.
- Review the correct answers with the class.

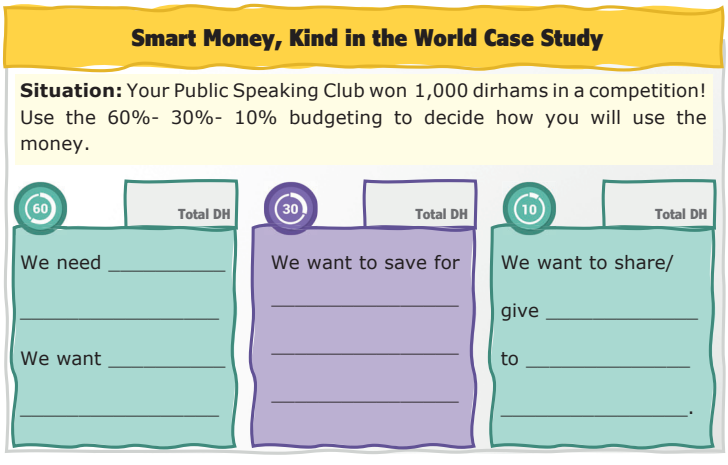
Key: 1. Earning, 2. Saving, 3. Spending, 4. Budgeting

B Speak and Write

Activity objective: Students work in pairs or groups to create and present a budget plan for a club, applying ideas from the reading and language from the unit in a real-world decision-making context.

1.

- Point out the case study.
- Pair students and say, Read the situation. Think and discuss with your partner how your club can be smart and kind with the money.
- Provide sentence frames on the board to support English use: I think we should spend.... / Why don't we save ...?/ How about budgeting ...? What do you think? Do you agree?



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- Give students time to think and discuss their ideas.
- Say, Now, write your plan. Monitor while they work.

Variation
You may wish to allow students to choose a different club, for example, a club they belong to or are interested in. Allowing students to personalize aspects of a task makes it more relevant to their lives and more motivating for them.

2.

- Say, Now let's hear your ideas.
- Have groups take turns sharing their plans. Remind them that each group member should have a role in the presentation.
- Have the class vote on the plan they like the best.

Variation
For large classes, have groups join one other group and take turns sharing. Walk around the class to monitor the groups.
Note: This format also gives more students communicative practice time so a great option even in small classes!

C Fun Review

Activity objective: Students consolidate vocabulary, grammar, and speaking skills from the unit through a competitive guessing game.

- Review the directions and call on two students to model the questions and answers in the speech bubbles.
- Divide the class into teams.
- Model the game. Choose one club from the list. Say, I'm thinking of a club. Ask questions with "Have you ever..?" and try to guess which club.
- Teams ask questions and get a point for each 'yes' answer and then try to guess the club.
- Facilitate the game by calling on teams in turn to ask questions and keeping score on the board.



Differentiation Tip: Adjusting Question Supports
More support: Write 3–4 example Have you ever...? questions on the board using familiar vocabulary from the unit. They can choose from or adapt these when it's their turn.
More challenge: Ask students to write more specific or creative questions that include extra details (e.g., Have you ever acted in a school play with more than 10 people?). This keeps all learners engaged at their level while practicing the target structure.

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Lesson 6 What's your new friend like?

Objectives

Students will...

- listen and talk about people's personalities.
- read for details to make a decision.

Warm up

Activity objective: Students review and expand personality vocabulary through a guessing game, linking descriptions to real people they know.

- Play a guessing game to introduce the topic of personality and related vocabulary. Write a selection of familiar personality words on the board hat students are likely to be familiar with such as kind, smart, funny, shy, quiet, helpful, talkative, friendly, and hardworking.
- Choose a "mystery student" in the class and describe them using personality words and examples. Say, I'm going to describe a classmate. Listen and guess who it is. For example, "I'm thinking of a student who is friendly and talkative. They like to chat with their friends about sports and music. He/she often wears a T-shirt and jeans to school."
- Once the class guesses the mystery student, ask students to name classmates or other people they know who have various personality traits. Ask, Who is someone kind/funny/shy? etc.
- If time permits, to support visual learners and students who may be struggling, you might write sentence frames such as: I'm thinking of someone who is [personality word] and [personality word]. Encourage them to give you an example of what they do that shows this personality. Example: I'm thinking of someone who is **kind** and **funny**. They **always help their classmates and tell jokes that make everyone laugh.**

A Chant

Activity objective: Students learn and practice personality trait vocabulary through a chant, improving pronunciation, intonation, and rhythm, and then use the words in speaking activities about friends.

helpful	shy	quiet	responsible
talkative	serious	friendly	hardworking



Real World English

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

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

He's talkative. He always tells funny stories.

1.

- Write the word *personality* on the board. Point out the words in the box. Say, These words describe different personality traits. Your personality is the type of person you are.

👋 Leta is _____! She says hi everyday.

⏰ Kote is _____. He's never late - no way!

🗣️ Touda is _____. She really loves to talk!

🤸 Harry is _____. He loves to work and walk.

😮 Fama is _____. She doesn't speak in public much.

🤐 Ichou is _____. He never talks at lunch.

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- Read the words in the box aloud and have students repeat. Then call on a student to read the information and examples in the Real World English box.
- Say, Let's read the first example together. Say, Leta is ... She says 'hi' every day. What kind of person says 'hi' every day? (friendly) Write *friendly* in the blank.
- Give students time to complete the rest of the items individually. Then have them compare answers in pairs.
- Check the answers together as a class.

Key: friendly, responsible, talkative, hardworking, shy, quiet

Expansion Idea
If students need more practice with the vocabulary, put them into pairs and have them quiz each other. Partner A closes their book and Partner B reads the clues on the right. Partner A says the personality traits. Then they switch roles.

2.

- Say, Now listen to the chant and read along.
- Play the audio and have students listen and read. Then play it again and have students join in with the chant.
- If time allows, call on volunteers to try saying the chant aloud in front of the class.

3.

- Point out the picture and the sample conversation.
- Give students time to think about their friends and make notes on their personality traits.
- Put students into groups for the conversations. Monitor the discussions and support as needed.

Teaching Tip: Allowing Think Time
Before beginning a speaking task, it is helpful to give students some quiet time to think and make notes. This allows students to feel confident and prepared, supports fluent communication, and enriches the conversation.

Differentiation Tip
More support: Let students keep their books open to the word box during the conversation and encourage them to point to words as they use them.
More challenge: Ask students to give 1-2 extra sentences explaining why their friend has that personality trait, using examples from real life.

B Use Vocabulary: Personality Traits

Activity objective: Students reinforce and expand vocabulary by matching personality words to pictures, classifying them as positive or negative, and using them in personal descriptions.

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







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1.

- Point out the words in the box. Say, Here are some more words to describe personality.
- Read the words aloud and have the class repeat after you.
- Pair students to share and compare what they know about the vocabulary. Say, Talk with your partner about the words. Write sentence frames on the board: **A.** Do you know what rude means? **B.** Yes, it means not polite.

Teaching Tip
Encourage students to use cognates and root words to try to figure out the meanings of unfamiliar words. Share an example like, "energetic." Point out that "energy" is the root word, and elicit that an energetic person has a lot of energy.

- Point out the pictures. Say, You are going to match the pictures to the words. Look at the example in number one. What's the word? (rude) Which picture shows *rude*? (E) Model writing the letter in the blank.
- Have pairs complete the task. Monitor their work.
- Check answers together as a class.

Expansion Idea
Ask students to explain why they think the picture shows the word. Use the answer given (the example) to model: The girl is not listening. I think she is rude.

Key: 1. E, 2. K, 3. G, 4. A, 5. D, 6. L, 7. B, 8. C, 9. H, 10. I, 11. J, 12. F

2.

- Say, I'm going to play the audio. Check your answers.
- Play the audio once and have students check answers.
- Then play it again and have students repeat.

3.

- Point out the +/- symbols under each picture. Say, Personality traits can be positive (good) or negative (bad). On the board, write + = positive / good, - = negative / bad.
- Say, Let's try the first one together. Look at picture A. The word is *energetic*. Do you think *energetic* is a positive or a negative personality trait? (positive) Circle the + on the board and say, I agree. Energetic is a positive personality trait, so I circle the + sign.
- Pair students to complete the task.
- Remind students to share which personality words describe them. Point out the example conversation in the speech bubbles.
- To close the activity, call on several students to describe their own and their partner's personalities.

Differentiation Tip
More support: Write a short list of sentence frames on the board to help students explain their choices, for example:

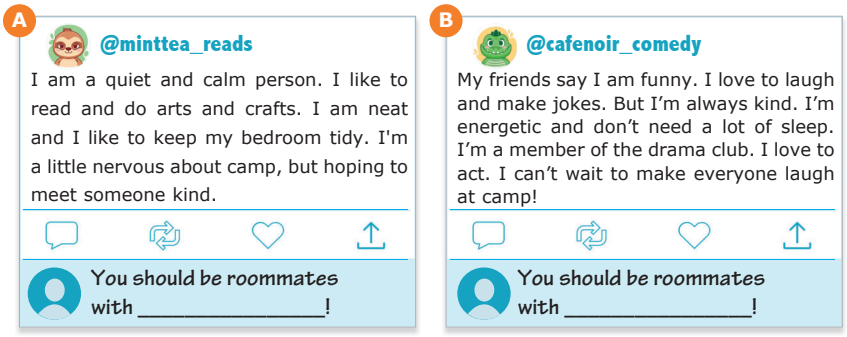
I think ___ is positive because...
I think ___ is negative because...

More challenge: Ask students to choose **two** traits and give real-life examples from their own experiences or famous people to justify why they see them as positive or negative.

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C Read

Activity objective: Students read summer camp profiles, identify personality traits and interests, and decide on compatible roommates, supporting their choices with evidence from the text and their own ideas.



1.

- Say, Some students are going to summer camp. Read their introductions and think about their personalities and who will be the best roommates?
- Model the task. Say, I am very talkative and funny. What kind of roommate do you think would be good for me? (friendly, energetic, etc.)
- Have students skim-read post A and underline or circle the personality words. Elicit the words they found (quiet, calm, neat, nervous, kind). Then have them do the same with posts, B, C, and D.
- Say, Now read the passages and think about which people would be good roommates. Write the letters under the posts.
- Tell students to be ready to share their reasons.

Differentiation Tip

Help students match and justify their ideas.

More support: Before reading, provide a simple chart with two columns—Person and Personality Words. As students skim each post, they fill in the chart. This helps them organize information visually before deciding on matches.

More challenge: Ask students to rank all the possible roommate matches from best to worst and explain their ranking using personality traits from the text.

2.

- Pair students to share their decisions. Point out the speech bubble.
- Monitor students' discussions.
- Call on a few pairs to share their ideas.

3.

- Say, Now think about your personality. Which person would be the best roommate for you?
  - Provide the following sentences frames on the board to support students:
  - The best roommate for me is____ because ____.
  - I choose ____ as my roommate because ____.
  - I think ____ is a good match for me because we are both ____.
  - I do not choose ____ because ____.
- Give pairs time to discuss. Then call on volunteers to share their choices and explain their reasons.

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D Write

Activity objective: Students write their own summer camp profile, organizing ideas and linking sentences about personality, interests, and feelings, integrating vocabulary learned in the lesson/unit and writing skills.

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

@_____

- Say, You are going to write your own summer camp profile.
- Give students time to brainstorm ideas and take notes before writing. On the board, draw a 3-column chart like this and have students copy it on paper or in their notebooks and complete it.

My personality	Things I like to do	How I feel about camp

Teaching Tip
Prewriting tasks such as brainstorming and note-taking are important steps in the writing process that help students generate vocabulary and organize their ideas before they begin to write.

Differentiation Tip
More support: Provide a partially completed camp profile with sample ideas in each column. Students only need to add one or two ideas of their own to complete the chart before writing their paragraph.
Example:

My Personality:
I'm friendly, hardworking, and a little shy at first.
Things I Like to Do:
I like playing soccer, hiking, and making crafts.
How I Feel About Camp:
I'm excited to meet new friends and try new activities.
My Goals for Camp (optional challenge column):
I want to learn how to kayak and perform in the camp talent show.

More challenge: Ask students to add one extra column to the chart for "My goals for camp" and include at least one future tense sentence in their profile about what they want to do or achieve.

- Monitor while students write and offer support as needed.
- Put students into pairs or groups to read their posts aloud. Offer support as they read, and take notes on pronunciation errors for later revision or remedial work.
- End by praising students' ideas, creativity, and effective use of language.

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Lesson 7

I think I'm in the wrong club!

Objectives

Students will...

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

A Game: Swat it!

Activity objective: Students review and reinforce personality vocabulary by matching opposites in a fast-paced group game.

- Tell students that we will play a game to review vocabulary.
- Point out the words in the picture, read them aloud and have students repeat.
- Clarify the meaning of "opposite." Say, Which word is the opposite of lazy– the opposite means not lazy? (hardworking)
- Say, I'm going to say a word. Listen and swat (hit) the word that means the opposite. Check with the class, Did you hit hardworking?

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



- Divide the class into small groups of 3-4. Ask students to use only one student book, opened in the middle of the group.
- Have students put their hands flat on the table. Then call a word. The first in the group to tap the word gets a point.
- Continue until all of the words have been swatted.

Variation

Whole-Class "Board Swat" Version

If you have a small class and enough space, you can play this game with the whole group. The advantage is increased movement and high energy; the disadvantage is that individual students may get less practice compared to playing in small groups..

1. Write or stick the vocabulary words randomly across the main board (you can also use large flashcards or paper).
2. Divide the class into 4-6 teams. Have each team line up facing the board.
3. Give the first student in each line a fly swatter or rolled-up paper.

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4. Call out a word (for example, “lazy” if you want them to swat “hardworking”).
5. The first student from each team runs to the board and swats the correct word. The faster correct swat earns a point for their team.
6. Players hand the swatter to the next teammate in line, and the game continues until all words have been called.

Expansion Idea

After the winner swats the word, ask the winner a question: **Does (word the students swatted) describe your personality?** This can be done in both versions!

Small-group version: After students in small groups swat the opposite word, ask the winners to stand up. Ask the question.

Whole-class version: After the winning team member swats the word, ask the question.

B Read

Activity objective: Students predict, read, and discuss the events of a comic about joining a club, linking vocabulary to context and answering comprehension questions.



1.

- Point out the comic. Say, Look at the pictures. Don’t read the words yet. What do you think the comic is about?
- Give students time to think. Then call on students to share their ideas. Write their suggestions on the board.

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2.

- Say, Now let's read the comic and check your guesses.
- Have students read silently. Then pair them to discuss which predictions on the board were correct and incorrect.

  By the end of the activity, students will be able to describe the main events of the comic, identify key vocabulary in context, and evaluate the accuracy of their predictions.

Differentiation Tip

More support: Before reading the full comic, have students work in pairs to match key vocabulary from the comic with the correct panel or picture. This helps them connect words to visual context and makes the reading more accessible. Write the words on the board (for example: Animal Club, Animal Sciences Teacher, kennel, mice, rats, turtles, don't look well)

More challenge: Ask students to cover the speech bubbles in the comic and create their own dialogue based only on the pictures. Then have them read the actual comic and compare how close their version was to the original.

Expansion Idea

Put students into groups of three. Have them choose roles and read the comic aloud. After some practice time, invite groups to perform the conversations for the class.

3.

- Point out the questions and call on students to read them aloud.
- Allow students to choose to work individually or with a partner. Say, Write your answers to the questions.
- Monitor while students work.
- Check answers with the class.

Key: 1. The animal club, 2. Feed the animals and clean their kennels, 3. He is not sure he wants to join., 4. He decides not to join the club. 5. Answers will vary.

C Speak

Activity objective: Students describe characters' personalities from the comic, supporting their ideas with evidence from the text, integrating reading and speaking.

1.

- Say, Think about the students in the comic, Marty, Janie, and Andrew. What are their personalities like? Let's start with Janie. Can you tell me some words that describe her? (friendly, smart, talkative) Model writing the words in the blank.
- Have students complete the rest of the items on their own. Monitor while they work.

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2.

- Ask students to share their ideas in pairs or small groups. If necessary, provide a sentence frame to support students' discussion:

  I think (name) is _____ because _____.

  Good idea. I think _____ is also _____ because _____.

- In the whole group, elicit students' ideas and ask them to explain their reasons using examples from the comic, for example, I think Marty is nervous. He doesn't like rats or snakes.

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



Janie



Andrew



Marty

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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.

Take the Unit 2 Progress Test!

Activity objective: Students demonstrate mastery of listening, vocabulary, grammar, reading, and writing skills from the unit.

The end-of-unit test measures students' overall progress. The test features five sections:

- Listening
- Vocabulary & Useful Expressions
- Grammar
- Reading
- Writing

Always begin with the listening test first

- Tell students they will take a short test to track their learning progress.
- Tell students the test begins with a listening section.
- Ask students to point to the listening section
- Read the instructions aloud to the students.
- Say, Now I will play the audio. It includes time for you to read the questions. You will hear it two times.



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

Listening Score
___ / 7 points

The remainder of the test

- Tell students that they will now complete the rest of the test. Tell students what time it is now. Write it on the board. Tell the students when the test will finish (30 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.

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Unit 2, Lesson 8 Test Key:

A. Listening

1. there are too many choices
2. learn new skills
3. drama club
4. serious and shy
5. robotics club
6. hardworking
7. sign up for the volunteer club

B. Vocabulary & Useful Expressions

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

C. Grammar

1.

a) eaten
b) ridden
c) gone
d) learned
e) met

2.

a) Have you ever gone skydiving?
b) Has Said ever written a 500-word report?

3.

a) have never slept
b) has traveled
c) have never taken

D. Reading

1. five/5
2. Only one of these: visit (beautiful) mosques, road a boat (on the Bosphorus Strait)
3. Two / 2
4. No / No, she hasn't.
5. Speaks with friends online/practices online (or variations that include online)
6. A shark burger
7. Nervous
8. It makes (her) life amazing.

E. Writing

See rubric.

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Rubric to Assess Writing in the Test

You can use the rubric below to assess students' writing for the Unit 2 test. The rubric gives **equal weight (3 points each)** to **organization/structure, content**, and **grammar/vocabulary**. This reflects the Unit 2 objectives (and overall writing development goals for the year), which focus on helping students:

- Organize ideas into a clear topic sentence, supporting details, and a conclusion.
- Include all required details about personal experiences (what, when, where, with whom).
- Use the **present perfect and present simple** accurately, along with relevant vocabulary for clubs, activities, and personality traits.

Mechanics (capitalization and end punctuation) are still assessed but with less weight, allowing the main focus to be on **fluency and accuracy with target grammar and paragraph structure.**

Criteria	Points	Description
Organization & structure	3	Clear topic sentence, details in logical sequence, and conclusion = 4 pts; mostly clear but 1 element missing = 3 pts; some sequence or structure issues = 2 pts; little or no clear structure = 0–1 pt
Content	3	All 5 points (2 cool things + a detail each, and 1 thing not done/want to try) included = 3 pts; missing 1 detail = 2 pts; missing 2 details = 1 pt; missing 3–4 details = 0 pt
Grammar and vocabulary	3	Mostly correct use of present perfect and present simple with appropriate vocabulary (may take risks and make minor mistakes) = 3 pts; some errors in tense but meaning is clear = 2 pts; frequent errors that confuse meaning = 1 pt; almost all verbs incorrect and vocabulary extremely limited=0 pts
Mechanics (punctuation, capitalization)	1	Few or no errors with end-of-sentence capitalization and use of capital letters = 1 pt; several errors that make reading difficult = 0 pts

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Choose and Complete One Unit Task!

Activity objective: Students apply language and skills from the unit in a culminating project, choosing a creative format to present their learning.

1

Draw a line across a big paper.



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

2

Show key events like:

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



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

3

Challenge!

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

🎯 Add online images/icons to decorate!



4



Share your timeline poster with your classmates.

- Review each option and steps. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Allow students to work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.

Teaching Tip

Before students begin, model a strong example of each Unit Task option using the target vocabulary and grammar from the unit. In your first year with the book, create your own examples; in later years, use samples of student work from previous classes.

Show the example on the board or as a visual handout, and highlight key features such as:

- a clear topic sentence (for writing tasks)
- pictures that match the topic
- effective organization (e.g., how a poster is laid out for presentation)

Encourage students to refer to these examples as they work so they understand expectations for content, organization, and language use.

Stop & Check your Progress in Unit 2! (Self-assessment)

Activity objective: Students reflect on their learning progress, identifying strengths and areas for improvement.

- 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? Check how you feel.

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✅ **I can describe school clubs and activities.**

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

☐  **I'm great at this!** ☐  **I want more practice!**

🗣️ **I use present perfect and the simple past correctly.**

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

☐  **I'm great at this!** ☐  **I want more practice!**

- Give students time to do the self-assessment. Answer any questions they may have about the language.

Teaching Tip

Explain that self-assessment is a mirror for learning—it shows what students can do well and what they want to improve. Remind them it's not a test, so be honest. Model by sharing one thing you feel confident about and one you want to practice more.

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Unit 2 Join the club!

Audio Scripts

Spotlight

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

Hamid: My name is Hamid and I'm from Morocco. I love reading stories, learning about traditions around the world, and photography. It's amazing how language connects people from around the globe!

Adanna: I'm Adanna, from Nigeria. I think bringing new ideas to life through machines is pure magic. I love building robots, coding, and learning how technology can solve everyday problems.

Alma: Greetings! I'm Alma and I come from Argentina. I'm fascinated by the outdoors. I love to hear birds sing and see colorful fish swim. I like to upcycle plastic so that it doesn't get into the ocean.

Jai: Hi there. My name's Jai and I am from Laos. I use a wheelchair but that doesn't stop me from writing new songs! I like music from around the world. I write words for songs and mix lots of different beats. It's really cool.

Lesson 1

A Vocabulary: School Clubs and Activities

2. Listen and check your answers.

A. Ayyur loves Moroccan handicrafts. He should join an **art club**.
B. I enjoy talking about stories and poems. I'm in the **Reading Club**.
C. David loves to act. He ought to try a **drama club**.
D. Brahim and Saida love online games. They're in the **Gaming Club**.
E. I like to share my country's traditions with other people, and I want to learn about other places around the world. I want to join the **Culture Club**.
F. My class loves to plant and grow flowers and trees. We created an **environment club**.
G. Nora and Bathia love to give speeches at school events. They're in the **Public Speaking Club**.
H. Yousef is into playing sports. He wants to join the **Fitness Club**.
I. Tom and Sarah love to sing. Last year, they are in **the chorus**.
J. Emily plays the trumpet. She›s in **the band**.
K. Ahmed likes to write. He ought to join the **school magazine**.
L. Siham and Mariam like planning school events. They should join the **student council**.

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Lesson 2

A Read and Listen

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

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

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

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

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

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

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

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

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

Youssef: What's that?

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

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

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

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

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

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

Lesson 3

B Read and Listen to the Story

See the story in the book.

Lesson 4

A Sing

1. Listen to the song.

Yo, yo!
Uh—what's up, friends?
Let's vibe with it...
Check it out now—uh!
I've found a club for me—
Hey!
I've taken dance, come see!
Let's go!
Have you ever read a book so cool?
Oooh yeah! That story ruled!
Have you ever seen a comic that pops?
Boom! Pow! Can't make it stop!

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Have you ever sung with friends so clear?
Voices strong
Join a club— cheer, cheer, cheer!
Yeah! Join a club— cheer, cheer, cheer!
Say what? Join a club— cheer, cheer, cheer!
Let's go!
Narrator: Now listen again and sing along.
(repeat same recording as above)

Lesson 5

(no audio)

Lesson 6

A Chant

2. Listen to the chant.

Leta is **friendly**. She says hi everyday.
Kote is **responsible**. He's never late - no way!
Touda is **talkative**. She really loves to talk!
Harry is **hardworking**. He loves to work and walk.
Fama is **shy**. She doesn't speak in public much.
Ichou is **quiet**. He never talks at lunch.

2. Now listen again and repeat the chant together.

Students will hear each line of the chant, followed by a pause long enough for students to repeat each line one time.

B Vocabulary: Personality Traits

2. Listen to check your answers.

1. Rude. E
2. Polite. K
3. Mean. G
4. Energetic. A
5. Generous. D
6. Messy. L
7. Lazy. B
8. Neat. C
9. Funny. H
10. Selfish. I
11. Nervous. J
12. Calm. F

2. Now listen again. Point to the picture and repeat.
(Note: Students should follow the order of the pictures).

A. Energetic

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B. Lazy
C. Neat
D. Generous
E. Rude
F. Calm
G. Mean
H. Funny
I. Selfish
J. Nervous
K. Polite
L. Messy

Lesson 7

(no audio)

Lesson 8

A Listening

Listen to Aya and Rayan talking about school clubs. Tick the correct answer. Before you listen, you have 30 seconds to read the questions. (30 second pause).

Narrator: Now listen. You will hear the conversation two times. (2-second pause)

Aya: Wow, there are so many school clubs this year. It›s difficult to choose!

Rayan: Yeah! I saw the list—sports clubs, science club, drama, student council, art... I can›t decide!

Aya: I want to join something fun, but I also want to learn new skills. I don't want a boring club!

Rayan: I'm thinking of joining the drama club. I love acting, and it helps me feel more confident.

Aya: That makes sense! You're also very funny and talkative. I think the public speaking club could be cool for you too.

Rayan: Maybe! What about you, Aya?

Aya: I don›t really like performing. I›m more serious and shy. but I like solving problems. So maybe the robotics club?

Rayan: That sounds perfect! You love fixing and building things, and you›re a hardworking team member.

Aya: I also love helping people. Is there a Volunteer Club?

Rayan: Yes! There is! That sounds so cool! I like helping people too!

Aya: So, are we joining together?

Rayan: Definitely! Let's sign up after school!

Aya: Awesome! It›s going to be a great year!

(2 second pause) **Narrator:** Now listen to the conversation again and check your answers

(conversation repeats)

Narrator: That is the end of the listening test. You have 30 seconds to check your answers. (30 second pause) Now move to Part B of the test.

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Unit 3 Let's Celebrate!

Theme

This unit is about celebrations in Morocco and around the world.

Unit Overview

Unit 3 Let's Celebrate! is about the activities, traditions, decorations and clothing we wear during celebrations. Students will read and listen for the gist and details about plans and occasions. They will use the present continuous to discuss future arrangements. In addition, they will ask for, give and respond to suggestions about various situations. Students will also learn to invite someone to a celebration or event and respond to (accept and decline) invitations. In Lesson 3 (DEAR), students will read a folk story that is the background of a three-day festival in the Atlas Mountains of Morocco and in Lesson 5 (Global Citizenship) they will read and talk about teamwork skills. The unit task options include making a slide show (paper or digital) about a favorite celebration, creating a poster to show details about a celebration in another country, or planning an international celebration fair.

Overall Unit Outcome

By the end of this unit, students will be able to talk and write short paragraphs about common holidays and special occasions, including what happens, how people celebrate, and the clothes they wear during celebrations. They will be able to invite others to events and respond appropriately (accept or decline) using simple, formulaic expressions. Students will also be able to describe their own future arrangements and plans, linking this to celebrations and events, in both speaking and writing.

Learning Objectives

Students will ...

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

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Lesson 1: How do you celebrate?

Celebrations and special occasions

- Celebrations and special occasions (birthday, Throne Day, graduation, Teacher's Day, etc.)
- Activities (have a party decorate, bake a cake, dress up, etc.)

Lesson 2: What should I wear to the party?

More summer vacation activities

- Listen and read for details about celebration plans.
- Communicate/Grammar: Giving suggestions (How about giving her flowers? You should make him dinner.)
- Communicate/Grammar: Asking for suggestions (What do you think? What should I get him for a gift?.)
- Communicate/Grammar: Responding to suggestions (Great idea! Thanks! You're right.)

Lesson 3: Drop everything and read (DEAR)!

Read for pleasure and respond

- Read a story about Isli and Tislit, the story of how a three-day festival began in the Atlas Mountains.
- Connect ideas from the story to real life.

Lesson 4: Would you like to come to my brother's wedding?

Ordering past events

- Celebration activities: pray, watch a parade, perform a dance, attend a ceremony, etc.
- Fashion for special occasions: sari, gown, suit, high heels, etc.
- Grammar: Invite someone (Can you come to my party? Would you like to visit us?)
- Grammar: Accept and decline an invite (Yes, thank you. Yes, I would love to! I'm so sorry but I have other plans. I wish I could but... I'm afraid I can't because...)

Lesson 5: Global Citizenship & Fun Review

Read and discuss teamwork skills

- Learn teamwork and collaboration skills.
- Use teamwork skills to complete a team challenge.

Lesson 6: Are you going to the festival?

Answering questions about past events

- Listen and read for details about people's holiday arrangements.
- Grammar Review: Present Continuous in statements and questions about future arrangements (I am visiting my cousins tomorrow. Yasmin is turning 14 next week. Are you graduating next week? etc.)

Lesson 7: Celebrate Morocco!

Writing a narrative paragraph

- Read and discuss holidays and special occasions.
- Use a graphic organizer to plan a paragraph about a special occasion.
- Write and check/edit a short descriptive paragraph about a holiday, festival or special occasion.

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 3 Test
- Unit 3 Tasks-Choose one!
- Unit 3 Stop & Check (self-assessment)

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Unit Spotlight

Activity objective: Students will get familiar with the unit theme by listening to descriptions of special occasions, identifying the matching pictures, and beginning to connect celebrations with related vocabulary and ideas.

Spotlight

1. Look at the pictures. Write the occasion name.

2. Listen and number the pictures in order.





Mother's Day

birthday party

Eid Al Fitr

wedding

1.

- Point out the title of the Unit (Let's celebrate!) and say, This unit is about celebrations and holidays. What celebrations and holidays do you know? Elicit some ideas (birthday party, wedding, etc.). Write the ideas on the board.
- Write the word ***occasion*** on the board. Say, An occasion is a special day or event. It could be a birthday party or a holiday.
- Point out the pictures and the word list and say, Look at the pictures. These are different occasions. Write the occasion name for each picture.
- Give students time to write the occasions, then review them together.

2.

- Next, say, Let's listen to the audio. Number the pictures in the order you hear them.
- Play the audio. Then, have students compare their answers with a partner.
- Play the audio again and have students check their answers again.
- If students ask to hear it again for clarity, allow one more full replay or short segment replays (e.g., 10–20 seconds) as needed.
- Review the answers together.

Differentiation Tip

More support: Pause after each description and briefly review key words using pictures or gestures.
More challenge: After hearing the descriptions, have students retell them from memory without looking at the pictures.

3.

- Pair students. Write the following sentence frames on the board: What special occasion do you enjoy most? / I like _____.
- Model the activity by eliciting the class to ask you the question. Respond using the sentence frame on the board.
- Say, Ask your partner.
- Close by asking a few students about which special occasion they enjoy the most.

Key: 1) Mother's Day, 2) Wedding, 3) Eid al Fatir, 4) Birthday.

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Lesson 1 How do you celebrate?

Objectives

Students will...

- talk and write about what they do for special occasions.
- listen for details about special occasions.

Warm up

Activity objective: Students get a hook into the unit by singing or chanting the Celebration song with the class.

- Write the following words on the board.
  - Celebrate good times. Come on!
  - Celebrate good times. Come on!
  - There's a party going on right here.
  - A celebration, to last throughout the years.
  - So bring your good times. And your laughter too.
  - We're going to celebrate your party with you.
  - Let's all celebrate and have a good time!
- Review the meaning of each line using gestures or pictures.
- Do a choral repetition with the class. Then, divide the class into two big groups and have them sing every other line back to each other.

Pair students and have pairs practice the song together.

Note: See the document "Video links" in the digital kit if you would like to play the song for students. Otherwise, you can do it as a chant/song with any rhythm you like.

Teaching Tip

Songs combine melody, rhythm, and lyrics to create a rich, multidimensional learning experience. When students sing, multiple areas of the brain are engaged, which supports deeper processing of language. Their rhythmic and repetitive nature helps reinforce vocabulary and language patterns, making them a powerful tool for retention. Research shows that songs can improve memory, pronunciation, and grammar comprehension. Moreover, their emotional appeal can motivate learners, making the learning process more enjoyable and effective.

Extension Idea

Challenge students to memorize the song and perform it for the class at the start of the next lesson. Encourage them to use these memory tips in class and at home: listen to the song often, learn it in small parts, use gestures or dance moves, practice in pairs or groups, write down tricky words, and try call-and-response singing.

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A Use Vocabulary: Celebrations and Special Occasions

Activity objective: Students learn the names for celebrations and special occasions.

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

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

A



B



C



1.

- Point out the pictures and the words. Say, These are different celebrations and special occasions. Match the pictures to the occasions. Write the letter on the line. Let's do the first one together.
- Point out the example in the book. Say, Let's look at the picture for E. That looks like a birthday. So, we write E next to ***birthday***.
- If necessary, do another example together. Point to the next word (Father's Day), ask, Which picture is for Father's Day? (G). Let's write G next to Father's Day.
- Say, Now do the rest and then compare with a partner.
- Monitor their work.

Key: 1) E, 2) G, 3) J, 4) D, 5) K, 6) H, 7) I, 8) A, 9) B, 10) C, 11) F

Differentiation Tip
More support: Provide a reduced set of 4–5 options for matching a set of words, then add more as students gain confidence.
More challenge: Have students add one extra celebration not listed and explain it to a partner.

2.

- Say, I'm going to play the audio. Listen and check your answers.
- Gesture the meaning of ***again*** and say, I'm going to play it again. Listen and say the words. Then play the audio again.
- Close the section by naming an activity and having the students point to the corresponding picture. Begin slowly to ensure understanding, then gradually increase the speed for an added challenge.

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B Speak

Activity objective: Students recall and recycle previously learned activity vocabulary words and phrases related to celebrations.

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

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



a. plant trees



b. visit relatives



c. dress up



d. decorate



e. have cake

1.

- Point out the pictures and the words. Say, These are activities we do when we celebrate special occasions.
- Say, What do you do on special occasions? Write the letter of the activity on the line next to the special occasion. I will give you an example.
- Give an example. For example, say, Usually at graduations, people dress up and go to school. Someone gives a speech at the school. In my family, we decorate and have a party. Then, we eat a special meal. We also give the graduate a gift.
- Say, For me, I will write c, g, d, i, k, and f on the line next to ***graduation***.
- Say, Now, look at all the activities and write the letters next to each occasion. Not everyone will have the same answers. Think about your own family.

Key (answers will vary, but possible answers: 1) c, g, d, i, k, f, 2) a, g, i, l 3) c, d, e, f, g, i, k, m, 4) b, c, h, k, 5) d, j, l, 6) f, 7) b, d, e, g, k, 8) b, d, j, l

2.

- Point out the speech bubbles. Read them with the class.
- Write the sentence frame on the board: What do you do on _____?
- Pair students. Say, Talk with your partner. Ask each other what you do on each of the occasions.
- Walk around and monitor their pairwork.
- Close the activity by asking a few students what they do on a few of the occasions.

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Teaching Tip

For large classes, adopt the number system for calling on students to share or respond to questions in class. Give each student a number at the beginning of the year. Then, put slips of paper with the numbers in a jar. When you want a student to respond, share or answer a question, pull out a number from the jar and say the number. The student with that number answers the question. You can put the number back in the jar, or leave it out until the next day. This system ensures that you are randomly calling on people. It also helps all students to be accountable for paying attention in class.

NB. Some students may feel nervous about being called on without preparation. To support them, consider building in brief think time or pair discussion before drawing a number. This gives everyone a chance to organize their thoughts and boosts confidence in speaking.

C Listen

Activity objective: Students practice listening for the lesson vocabulary in two conversations about celebrations.



1.

- Point out the pictures. Say, We will listen to two conversations. Look at the pictures. What are the people talking about? What do you think the conversations will be about?
- Elicit a few ideas and write them on the board.

2.

- Point out the lists in the Student Book. Say, Let's listen to the conversations now. Tick the correct answers.
- Play the audio. If necessary, play each conversation twice and/or pause after a few lines to have students tick their answers.

Differentiation Tip

More support: Play each conversation in short segments, pausing to check comprehension with yes/no or either/or questions.

More challenge: After listening, have students write one extra detail they remember that was not in the tick-box activity.

3.

- Pair students and have them compare their answers.
- Review the answers with the class.

Key: **Majda/Christol conversation**: 1) have a party, 2) decorate, 3) buy snacks, 4) no
Karim/Kento conversation: 1) Cherry Blossom Festival, 2) spring, 3) picnics, sing under trees, 4) wonderful

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- Point to the two pictures in the Student Book. Ask, Which occasion is most interesting to you? Why?
- Write the following sentence frame on the board: **Which occasion is most interesting to you? (or which occasion most interests you? Why?) / I think the _____ sounds most interesting to me. I like _____.**
- Model this part of the activity by asking students to ask you the question. Respond using the sentence frame on the board.
- Say, Take turns asking your partner the question. Move around the class to check that students are participating and on task, remaining neutral about their choices.
- Close the activity by asking a few students their opinion on which occasion sounds most interesting to them.

D Write

Activity objective: Students practice using newly acquired vocabulary and write complete sentences about a special occasion.

A special occasion I like!

I like celebrating _____.
name of special occasion

It is _____.
when it is

I usually _____

_____
activities, traditions, food, etc.

_____.

Draw the celebration!

1.

- Point out the sentence frames in the Student Book. Say, You are going to write three sentences about a special occasion you like.
- Model the activity by writing three sentences of your own, using an occasion that is familiar to students. For example: ***I like celebrating Earth Day. It is always on April 22. I usually volunteer at a park or plant trees.***
- Say, Now it's your turn. Write three sentences. Use the sentence frames from the book. You can use the words from Exercise B or other words.
- Give students time to write their sentences. Monitor their work and help as needed.

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2.

- Divide students into small groups. Say, Read your sentences to your group. Take turns.
- Monitor the group work and make sure students are taking turns.
- Close the activity by asking a few students to read their sentences aloud, and praise their efforts by giving positive feedback or leading a brief class applause to celebrate their work.

E Speak

Activity objective: Students play a game to give students more free practice describing an occasion and guessing what it is.



- Point out the speech bubbles. Say, You are going to describe a special occasion to your partner and your partner will guess what it is.
- Model the activity by describing a special occasion. Say, For this special occasion a woman wears a gown and a man wears a suit. There are lots of flowers. Many people attend a ceremony. The two people get married. What occasion is this? Encourage students to guess the occasion. Elicit ***wedding***.
- Pair students. Say, Take turns describing a special occasion and guessing by asking questions.
- Walk around and monitor their pair work.
- Close the activity by asking a few students to describe a special occasion for the class and having the students guess what it is.

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Lesson 2 What should I wear to the party?

Objectives

Students will...

- listen for details about celebration plans.
- ask for and give suggestions about celebrations.

Warm up

Activity objective: Students review and practice the vocabulary learned in Lesson 1 by playing What's the Occasion?, a fun celebration-themed guessing game.

- Review the celebration words and activities from Lesson 1 by playing a game.
- Divide the class into small groups.
- Give a clue about a celebration. The group discusses and one person writes their answer on a piece of paper (or on the board). The first team to get the correct answer (and spelling) wins a point. The team with the most points wins the game.
- Clues: This is when two people get married. (wedding); This is when we give cards and presents to our teachers. (Teacher's Day); This is when we do things to help our planet. (Earth Day); This is when we say thanks and give presents to our dad. (Father's Day); This is when honor the King of Morocco. (Throne Day); This is when we celebrate the harvest of roses. (Rose Festival); This is when we celebrate one more year of marriage. ((wedding) anniversary); This is when we say thanks and give gifts to our mom. (Mother's Day); Everybody has this occasion once a year. It is the day they were born. (birthday). Etc.

A Listen

Activity objective: Students practice the new vocabulary and preview the grammar point (making and asking for suggestions) by listening to a conversation and ticking the details and answering questions about the conversation.

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

1) The party is for _____.

2) The occasion is _____.



1.

- Point out the pictures. Say, We are going to listen to conversation. What is the party for? When is the occasion? (Elicit a few answers)

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- Now, say, I'm going to play the conversation. Listen and complete the sentences in the book.
- Play the audio and then elicit the answers. Write the answers on the board.

Key: Oona's little brother, Finn. The party is in two weeks.

2.

- Now, say, I'm going to play the conversation again. Listen and tick the suggestions Chaima makes.
- Play the audio again.

Differentiation Tip

More support: Before listening, write a list of suggestions on the board that align with the pictures. Ask students to match the suggestions to the pictures in exercise 2.

- go shopping
- send invitations
- decorate with a robot theme
- buy him a Morocco national team jersey
- clean the house

More challenge: After listening, have students add one more suggestion of their own and practice giving it using target phrases.

3.

- Pair students to compare the answers. Walk around and monitor.
- Review the answers with the class.

Key: send invitations, robot theme decorations, a Moroccan national football jersey for a gift,

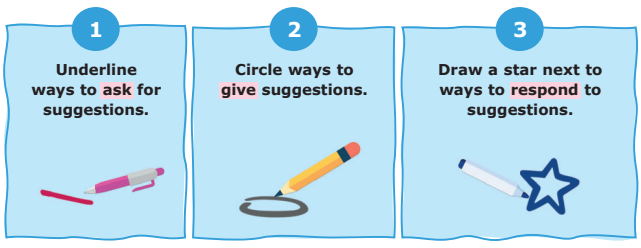
- Say, Now, practice the conversation with your partner.

4.

- Point out the questions in the book. Model the activity by having the students ask the questions to you. Answer the questions with complete sentences.
- Pair students with a different person. Say, Take turns asking and answering the questions with your partner.
- Monitor their pair work, tolerating minor mistakes but noting them down for later remedial practice.
- Close the activity by asking a few students to answer the questions aloud for the class, providing positive feedback and leading a brief class applause to celebrate their efforts.

B Communicate

Activity objective: Students develop their speaking, listening, and reading skills by analyzing a conversation to identify, categorize, and practice language for making, requesting, and responding to suggestions, thereby reinforcing the target vocabulary and structures introduced in the listening task.



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1.

- Say, A suggestion is an idea we give to someone else. I suggest you give your mother a card for Mother's Day.
- Say, In the conversation, who was asking for suggestions? (Oona) Who was giving the suggestions? (Chaima).
- Point out the three steps in this activity: Underline ways to ask for suggestions. Circle ways to give suggestions. Draw a start next to ways to respond to suggestions.
- Say, Read the conversation again and do the three tasks. Let's do one together. Where does Oona ask for a suggestion? (What do you suggest?) Let's underline that sentence. Now, look for one more. (What should I get him for a gift?)
- Give students time to find the other sentence and underline it. Review the sentences for asking for suggestions with the class.
- Next, say, Who in the conversation gives suggestions? (Chaima) Let's find the first sentence together. Elicit the answer. (How about decorating with a robot theme?) Let's circle that sentence. Now look for two more. (Why don't you get him a Morocco national team jersey? You should go shopping today!)
- Give students time to find the other sentences and circle them. Review the sentences for giving suggestions with the class.
- Next, say, Who in the conversation responds to the suggestions? (Oona) Let's find the first sentence together. Elicit the answer. (Great idea, thanks.) Let's put a star next to that sentence. Now look for two more. (Thank you- he will love that! You're right.)
- Give students time to find the other sentences and star them. Review the sentences for responding to suggestions with the class.

2.

- Point out the Language Focus box. Say, Here are the three types of sentences we just found in the conversation. Here are ways to give a suggestion, ask for a suggestion and respond to a suggestion.
- Say, Now, go back to the conversation and complete the sentences with the words from the conversation.
- Give students time to complete the sentences in the book and then review the answers.

Key: How about decorating with a robot theme? Why don't you give him a Morocco national team jersey? You should go shopping today. Asking for suggestions: What do you suggest? What should I get him for a gift? Responding to Suggestions: Great idea! Thanks! You're right.

Differentiation Tip

More support: Highlight and practice just one structure for asking and one for giving suggestions. Practice before doing the others.

More challenge: Ask students to role-play a short, natural conversation that includes at least two different suggestion forms and appropriate responses, encouraging them to vary vocabulary and intonation.

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3.

- Point out the Questions and Suggestions in the next part of the activity.
- Say, Let's match the suggestions to the questions. Write the letter in the box. Let's do the first one together.
- Read the first question aloud (I want to have a party. Who should I invite?) Ask, Which suggestion is best for this question? (d)
- Give students time to match the rest of the questions and suggestions.
- Have pairs compare answers then review the answers with the class.

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

Expansion Idea

Have students practice pronunciation of some of the phrases for giving suggestions. Write ***How about + base verb-ing*** on the board. Say, The **a** in ***about*** doesn't get pronounced very clearly. We often say, How 'bout. Have the students repeat the pronunciation a few times.

Then say the examples and use gestures to engage visual learners. Say, Also, the "-ing" ending in the verb is often reduced in connected speech. Instead of pronouncing the full /ɪŋ/ sound, many speakers drop the /g/ and say /ɪn/. For example, running /'rʌnɪŋ/ may sound like runnin' /'rʌnɪn/. Have the students repeat the reduced form several times, first slowly and clearly, then more naturally, to build listening and speaking confidence.

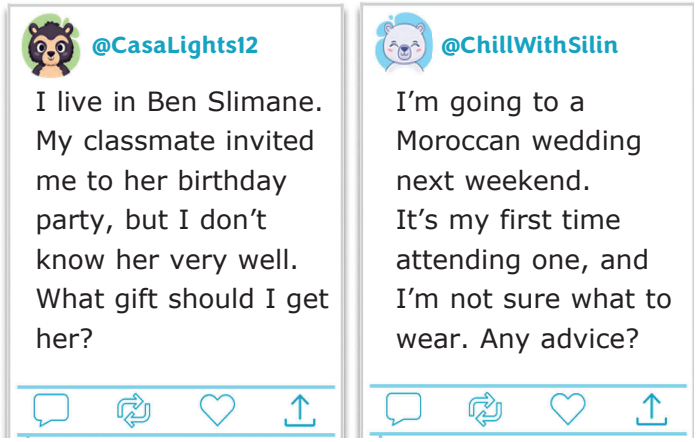
Say full sentences and have the students practice the reduced pronunciations of about and the "-ing" form of the verb.

How 'bout decoratin' the classroom? /haʊ baʊt, dekə'reɪtɪn ðə 'klɑːsruːm/
How 'bout makin' a card? /haʊ baʊt 'meɪkɪn ə kɑːd/
How 'bout givin' a speech? /haʊ baʊt 'gɪvɪn ə spiːtʃ/
How 'bout givin' her a present? /haʊ baʊt 'gɪvɪn hər ə 'preznt/

This follows the style and symbol set used in the Oxford Advanced Learner's Dictionary (OALD). It's not suggested to teach these to students at this level; they are here as a reference teachers who find the phonetic alphabet helpful.

C Read and Write

Activity objective: Students integrate reading and writing skills by engaging with social media-style posts to identify, understand, and produce language for making, asking for, and responding to suggestions, reinforcing target vocabulary and structures in meaningful, interactive contexts.



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1.

- Point out the social media type posts. Say, Here are some questions and suggestions from some teenagers. Let's read the first one and answer the questions.
- Read the first message together. Ask, What is Ben's question? (What gift should I get?) What does SafiSmarty suggest? (a gift card or some candy)
- Point out the questions below the messages. Ask, Which items does the writer suggest as a good birthday gift? (candy)
- Have the students finish reading the rest of the messages and questions on their own then pair with a partner to compare their answers.
- Review the answers with the class by having students answer the questions aloud.

Key: 1. candy, 2. formally, 3. flowers, dessert

2.

- Point out the questions in the Teen Forum. Say, Now it's your turn to give suggestions. Let's look at the first one together.
- Read the first message aloud. Elicit some ideas. (go to a park, go to the beach, go to a coffee shop) Say, Write your suggestion on the line.
- Next, say, Now read the second message and write a suggestion.
- Pair students and say, Compare your suggestions with your partner.

3.

- Point out the third part of the activity. Say, Now it's time to ask for a suggestion on the Teen Forum. Use the ideas in the box to help you or think of your own question.
- Model the activity by writing a question on the board. For example: ***@TerrificTeacher! I would like to eat a healthier lunch at school. Do you have any suggestions?***
- Give students time to think of their user name and write their own question. Remind them to use the language for asking for a suggestion.
- Monitor their work and help as needed.

4.

- Model this part of the activity. Point out your question on the board. Say, What suggestions do you have for me? Let's write a response together.
- Elicit ideas and how to word the sentence. Write it under your question.
- Pair students. Say, Now trade your paper with your partner. Read your partner's question and write back a suggestion. Remember to use the language for giving a suggestion.
- Give students time to trade papers and respond in writing.
- Close the activity by asking a few students to read their questions and their partner's responses aloud.

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Lesson 3 Drop everything and read (DEAR)!

Objectives

Students will...

- read and react to a story.
- connect ideas from a story to their own lives.

A Preview the Story

Activity objective: Students preview vocabulary before reading the story. Previewing vocabulary activates students' prior knowledge, builds confidence, and improves comprehension by reducing the number of unfamiliar words. It also supports prediction skills and reinforces correct pronunciation before reading.

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

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



1.

- Point out the pictures and words in the box. Do a choral repetition of the words.
- Say, Write the letter of the picture next to the correct word. Let's do the first one together. Elicit the meaning of ***tribe***. Say, A ***tribe*** is a group of people. Which picture is best for the word ***tribe***? (E). Say, Let's write ***E*** next to the word ***tribe.***
- Have students continue with the rest of the activity, then pair students to compare their answers.
- Review the answers together by asking students to say their answers aloud.

Key: 1. E, tribe; 2. B, enemy; 3. D, peace, 4. C, river; 5. G, love; 6. A, tears; 7. F, lake; 8. H, wild dogs

2.

- Point out the title, pictures and words from the story. Ask, What is the story about? What will happen in the story?
- Point out the speech bubbles. Say, Use these to predict what will happen in the story.
- Pair students and have them talk about their predictions. Walk around and monitor.
- Close by eliciting their predictions.

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B Read and Listen to the Story

Activity objective: Students read along while listening to the story. Reading along while listening helps students connect spoken and written forms, improves pronunciation and intonation, supports comprehension, and aids in reinforcing vocabulary in context. These are some helpful steps:

- Either play the audio or read the story while students follow along with the text.
- Guide students to follow along with the audio/point to the text as they read.

Pause from time to time to ask brief comprehension questions, check that students are following the storyline, and clarify any points of confusion. For example: Why are the two tribes enemies? / What happens when Isli and Tislit meet by the river? / How does their love change the relationship between the tribes?

Teaching Tip

In year three, students should be able to understand DEAR stories without the teacher's read-aloud performance. Stories use familiar vocabulary and basic sentence structures (A1/A2 level). When B1-level vocabulary is introduced, it is pre-taught and generally conveyed in images. Though still A1/A2 level, stories in year three are longer (up to about 350 words) than those students encountered in years one and two, so lesson time may not accommodate first reading the full story aloud. For these reasons, after previewing the story, it is fine to begin immediately with having students listen to the audio **while** they read along.

Differentiation

More support: Pause at key moments—not after every sentence—to check understanding of essential points. Use pictures, gestures, or quick sketches to clarify only the most important vocabulary or events without translating. This will allow students to experience the flow of the story and practice tolerating some ambiguity.

More challenge: Pause after a main event. Ask students to predict the next sentence or summarize the main idea so far before continuing, encouraging them to listen actively and anticipate meaning.

C Think about the Story

Activity objective: Students check their reading and listening comprehension, and make connections to their own lives, by talking about how the characters feel and discussing aspects of the story.

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

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

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1.

- Point out the sentences from the different parts of the story and the emotions in the right column. Review the emotions by asking students to act out the emotions.
- Point out #1. Say, How do you think Tislit felt when Isli saved her from the wild dogs? Elicit ideas and explain that the characters may be feeling more than one emotion. (happy, hopeful, surprised)
- Pair students. Say, Discuss the rest of the parts of the story. What emotions did they feel?
- Give students time to discuss. Monitor their work.
- Then, review their ideas with the class. Ask students to read talk about which emotions they felt.

Key: (possible answers) 1. happy, hopeful, surprised; 2. Hopeful, scared, surprised; 3. Sad, angry; 4. Sad, angry; 5. Happy, hopeful, surprised; 6. Happy, hopeful

2.

- Point out the questions in the box and read them aloud. Review any meaning.
- Say, With your group, choose 2-4 questions to discuss.
- Group students and monitor their discussions, encouraging quieter or introverted students to share their ideas in ways they feel comfortable (e.g., taking turns, sharing one prepared point, or contributing through a group spokesperson).
- Close the activity by asking each group to share what they talked about.

Differentiation

For lower level students, provide sentence frames for responding to the questions. For example:

1. What advice would you give Tislit? I would say _____.
2. Do you think Isli and Tislit were brave? Why? I think they were _____ because_____.
3. Do you think love can stop hate? Why? I think love can/can't stop hate because _____.
4. What advice would you give Isli's mother? I would say _____.
5. What if your family didn't like your friend? If my family didn't like my friend, I would _____.
6. Have you ever helped a stranger? Explain. I helped a stranger by _____ing

Expansion Idea

Have pairs/groups of students act out parts of the story (or the whole story). If resources are available, have students create or bring in costumes or make scenery for the scene(s) they act out.

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Lesson 4

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

Objectives

Students will...

- listen, read, and speak about festivals and holidays.
- invite someone and respond to invitations.

Warm up

Activity objective: Students review and practice with giving advice.

- Elicit ways to give advice. Write them on the board. (***How about _____? How about _____ing? You should _____.***)
- Put students into groups of three.
- Say, I'm going to ask a question. With your group, write a suggestion. Then, we will review all the ideas and vote which is best.
- Say each question and give groups time to think of a suggestion and write it on the board. Review all the ideas and vote on the best one.
- Questions: ***What should I get my father for Father's Day? Where should my friend get married? What should I do for my birthday?***

A Use Vocabulary: Activities for Special Occasions

Activity objective: Students expand their vocabulary around activities related to celebrations and special occasions.



1.

- Point out the pictures and the words. Say, These are different activities we do for special occasions.
- Say, Look at the pictures and think about the activities you have done in the past.
- Next, say, I'm going to play the audio. Listen and point. Play the audio. Walk around the class and check that students are pointing to the pictures as each word is said.
- Play the audio again. Say, Now listen and repeat.
- Monitor and listen in to ensure that students are repeating the words.

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2.

- *You will act out one of the activities and your partner will guess the word.*
- Say, ***Now we will play a guessing game.*** You will act out one of the activities and your partner will guess the word. Model the activity by acting out one of the activities in A1. Say, Watch and say the word.
- Act out the words pray. Elicit the correct vocabulary from the class.
- Pair students to do the activity. Walk around and monitor their pair work.
- If time allows, have students change partners and continue the activity to practice with more classmates.

B Read and Write

Activity objective: Students get more practice using festival and special occasion vocabulary by completing sentences using a word bank.

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

food	gather	traditional	money	
competition	pray	decorate	~~India~~	Moroccan



Diwali

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



Fantasia (Tbourida)

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



Chinese New Year

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

1.

- Point out the descriptions of different holidays around the world. Say, Look at the pictures of different festivals and holidays around the world. Complete the text with the words from the box. Let's look at the first one together.
- Do the first item together. Look at the prepopulated answer in the first sentence. Read, People in India and around the world celebrate this holiday.
- Say, Let's read the next sentence. Which word do you think goes in the blank? (decorate) Let's write ***decorate*** in the blank.
- Have the students finish the exercise on their own then pair with a partner to compare their answers.
- Review the answers with the class by having students read the lines aloud.

Key: Diwali: India, decorate, pray; Fantasia: competitions, traditional, Moroccan; Chinese New Year: gather, money, food

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2.

- Point out the pictures of the celebrations in B1 and ask, Which of the celebrations do you like? Why?
- Model the response. For example, say, I like Chinese New Year because I like to watch fireworks.
- Pair students and give them time to discuss which festival they like and why.
- Close the activity by asking a few students to share what they talked about.

C Use Vocabulary: Fashion for Special Occasions

Activity objective: Students expand their vocabulary with names of clothing related to celebrations and special occasions.

1. Listen and point. Then listen and repeat.



1.

- Point out the pictures of the clothing and the words. Say, These are different clothes we wear for special occasions.
- Say, Look at the clothing and think about which ones you have worn or seen in the past.
- Next, say, I'm going to play the audio. 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.

Expansion Idea

After students practice saying the words in the pictures, have students sort them into "formal" vs. "informal." Most would be considered formal (with the exception of costume) but the discussion will help students to internalize the words.
You can also ask students to name another item of clothing they have seen at a special occasion and describe it.

2.

Say, Which clothes have you worn? Model the activity by saying the clothes you have worn and for which occasion. For example, say, I wore a gown at my friend's wedding.

Write sentence frames on the board: I wore a _____ a _____ to a _____.

- Pair students to do the activity. Walk around and monitor their pair work.
- Close the activity by asking a few students to share some of the clothing they have worn.

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D Listen

Activity objective: Students practice listening for the lesson vocabulary in a conversation about a Moroccan wedding.

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



1.

- Point out the picture. Say, We will listen to a conversation. Look at the pictures. What do you think the conversation will be about? What are they talking about?
- Elicit a few ideas and write them on the board.
- Say, Write your ideas on the line in your book.

2.

- Say, Let's listen to the conversation now. Check your prediction.
- Ask, Was your prediction correct? How was it different? Elicit answers.

3.

- Point out the questions and say, Let's listen again and answer the questions with one word or number.
- Play the audio. If necessary, play the conversation twice and/or pause after a few lines to have students write their answers.
- Pair students and have them compare their answers.
- Review the answers with the class.

Key: brother, like, Moroccan caftan, 9:00, text, no

Expansion Idea
Discuss whether they agree with Hassana's description of Moroccan weddings. Give alternate advice for Nora that is different from Hassna's advice.

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E Speak

Activity objective: Students learn how to give and respond to an invitation using basic phrases, and practice inviting someone, accepting and declining invitations to build confidence and automaticity.

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

Language Focus:
Invitations in English

Invite Someone	Accept an Invite	Decline an Invite
Can you come to my party?	**Yes,** thank you.	**I'm so sorry but** I have other plans.
Would you like to visit us?	**Yes,** I would love to!	**I wish I could but**...
		I'm afraid I can't because...

1.

- Show a real invitation (or make one to show). Say, This is an invitation. An invitation can be a written note that invites someone to an occasion. Or, you can invite someone by asking orally.
- Point out the grammar chart. Say, There are different ways to invite someone. Point out the two sentences in the chart. (Can you come to my party? Would you like to visit us?) Elicit the difference. Say, Both use modals, Can and Would. Point out the difference in the structure. Can you + verb; Would you like to + verb.
- Point out the other phrases in the chart (Accept an invite; decline an invite).
- Do a choral repetition of all the sentences in the chart.

2.

- Pair students. Have them practice inviting and accepting/declining by reading the phrases in the grammar chart.

Differentiation Tip
More support: Provide a short script on the board for inviting and accepting/declining before students do the activity. Encourage them to "look up and say" while practicing inviting someone and responding.
More challenge: Have students extend the conversation by asking a follow-up question. For example: A: Would you like to come to my party on Saturday? B: Yes, I'd love to. What time should I come? / I'm sorry, I can't. What are you celebrating?

3.

- Point out the other invitations in the box in the Student Book. Model how to do the activity by asking the class the question. (Would you like to come to a fireworks festival?) Elicit a response with one of the phrases from the box.
- Pair students. Say, Take turns inviting and responding. Use the phrases in the box.
- Close the activity by asking a few pairs to role play one of the questions in front of the class.

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4.

- Elicit important information that goes into an invitation. (What, When, Where, Why, etc.)
- Point out the graphic organizer of an invitation in the book. Say, You're going to choose a special occasion and write information about it using the graphic organizer.
- Model how to do the activity by writing information for a special occasion using the graphic organizer as your guide.
- Then, say, Now it's your turn. Choose a special occasion and complete the graphic organizer.
- Monitor their work and help as needed.

5.

- Point out ***Card A*** and ***Card B***. Say, You will do a role play with your partner.
- Point out the tasks on each card. Brainstorm a few greetings (***Hi! Hello! What's up!***) and review how to invite and respond to an invitation. Write them on the board.
- Say, Now, practice your role play with your partner.
- Give students time. Monitor their work.
- Close the activity by having pairs role play their interview in front of the class. Or, have pairs perform their role plays in small groups.
- Point out the self-assessment rubric. Use gestures to clarify the meaning of criteria. Encourage each student to self-assess their performance.

Extension idea

Ask students to create their own written invitations, including all key details (event, date, time, place, and any special instructions), and decorate them if they wish.

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Lesson 5 Global Citizenship & Fun Review

Objectives

Students will...

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

Warm up

Activity objective: Students participate in a cooperative **"human knot"** game to experience firsthand the importance of collaboration, communication, and problem-solving, setting the stage for a discussion on effective teamwork skills.

- Write the word **knot** on the board. Show a real knot (with a shoelace, or string) and say, This is a knot. The "k" in the word is silent. We don't pronounce it. Have students do a choral repetition of the word ***knot***.
- Say, In this lesson, we will talk about working together. Before we learn more about that, we will play a teamwork game called, the Human Knot.
- Have five students come forward to help demonstrate the activity. Say, Stand closely together in a circle. Put your hands into the middle of the circle and randomly grab another student's hands.
- Once every hand is grabbed, say, Now, try to untangle the knot without letting go of anyone's hand. Work together, talk to each other and try to undo the knot.
- Have the group try to untangle the knot. Give them 1-2 minutes just to demonstrate the idea of the game.
- Next, divide the class into groups of 5-6 and have them do the same. Give a time limit. Say, Talk to each other to try to undo the knot. You have three minutes.
- Walk around and monitor their teamwork.
- After the allotted time, ask, Which groups got untangled? What teamwork skills did you need? Elicit ideas (communication, listening to one another, cooperation, etc.)
- Say, This game shows us the importance of teamwork. We work better when we work together!

A Preview

Activity objective: To activate schema and prepare for reading, students read quotes about teamwork and share their thoughts on the benefits of working together.

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



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1.

- Point out the quotes. Read the quotes aloud and use gestures to explain the meanings.
- Ask, Which quote do you like best? Think about it and then tell a partner.
- Pair students and have them discuss the quote they like best.
- Ask a few students to share their favorite quote with the class.

2.

- Say, What other quotes do you know about working together?
- Elicit other quotes and write them on the board. Discuss the meaning and/or why the quote is important. Accept Arabic or Amazigh quotes as well, but keep this part brief. The idea is to get the English version and discuss what it means.

Variation

If time allows and students don't have quotes of their own, you can introduce a few more:

- "Alone we can do so little; together we can do so much." --Helen Keller
- "Teamwork makes the dream work."
- "Many hands make light work."
- "Unity is strength."

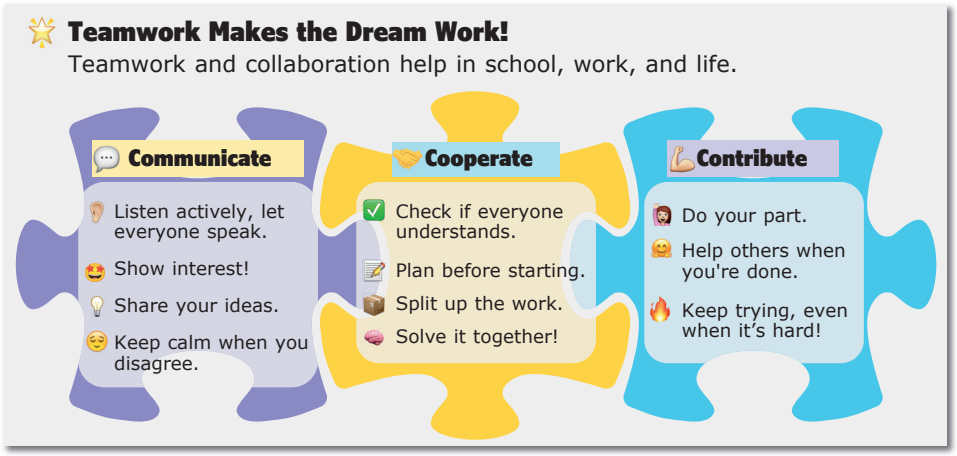
Ask students to talk about the quotes:

- Share the one they like and say why (personalize)
- Explain the quote and say how it links to teamwork (interpret)

B Read

Activity objective: Students predict and then read about and discuss the top strategies to do when learning English independently.

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



1.

- Read the introduction about the "Teamwork makes the dream work" poster.
- Say, Read the poster. Give students time to read the poster.

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2.

- Say, Now, read the poster again and put a star next to the tips you already do and circle the tips you want to do.
- Give students time to read and star or circle the tips, then pair students to compare their responses.
- Close the activity by asking a few students to share which tips they use and which they want to try. Write the following sentence stems on the board to help students respond. I already _____. I want to _____.

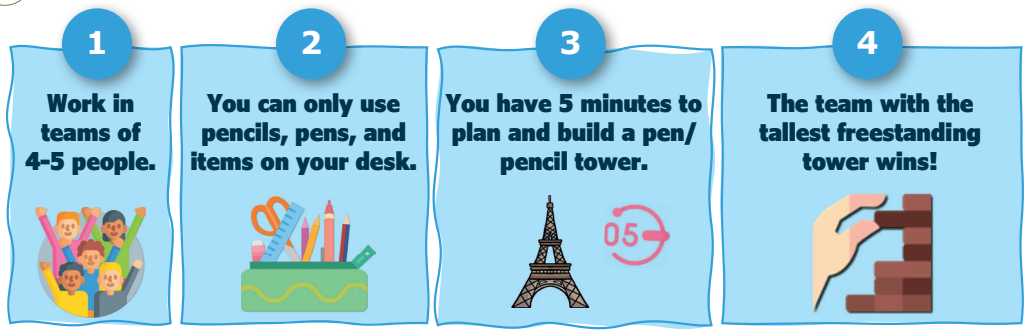
Differentiation Tip
More support: Focus on one tip at a time, discussing examples before moving to the next.
More challenge: Have students rank all the teamwork tips from most to least important and justify their choices.

C Compete!

Activity objective: Students use the teamwork skills they have just learned to complete a collaborative team challenge.

***Note: If possible, gather some pencils or pens for each group to use for the tower.**

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



1.

- Say, Now it's time to do another teamwork challenge. Let's read the directions.
- Point out the directions in the student book and read them aloud.
- Divide the class into groups of 4-5 and give a time limit (5-10 minutes). Say, Remember you can only use pencils, pens and items on your desk. The team with the tallest freestanding tower wins! Remember to use your teamwork skills—communication, collaboration, and make sure you all contribute! You have _____ minutes to complete the task. Go!
- Walk around and monitor students' teamwork and tower building, ensuring that all group members are actively participating.
- After the allotted time, say, Stop! Walk around and find the highest freestanding tower. Award the group the winners.

2.

Point out the questions. Say, With the same groupmates you had for the tower challenge, discuss the questions. Model the questions. Say, What teamwork tips did you use in the tower challenge? How can you do even better next time?

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- Monitor their discussions.
- Close the activity by asking a few groups to share what they talked about.

Extension idea
Have students find other teamwork games/activities to share with the class. They can present and instruct the class on the game/activity they found. Give clear directions on how they should present/teach the game.

1. Tell the name of the game/activity.
2. Provide a model/demonstration before having the students do it themselves.
3. Write clear instructions for students to follow after the demonstration. Provide a time limit.
4. Walk around and monitor their game/activity.
5. After the allotted time limit, hold a discussion on how the activity went for everyone.

D Fun Review

Activity objective: Students review and use the unit vocabulary through a fast-paced, competitive writing game.

- Review the directions for the game Category Race, then divide the class into groups of 3-4.
- Say, Let's look at the first category (Celebrations in Morocco & around the World). Appoint one of your teammates as the "writer." You will have one minute to write as many celebrations in Morocco and around the world. Go!

Play the game: Category Race!

Category Race!

Game Rules:

Goal: List the most unique items in each category!

Split into Teams – Choose one writer per team.

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

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

Play Again – New category, new chance to win!

Winner = Most Points!

1 Celebrations in Morocco & around the World	2 Things & Activities at a Party
3 Things People Wear to a Celebration	4 Celebration Foods

Examples of Celebrations in Morocco and Around the World:
In Morocco: Eid al-Fitr, Eid al-Adha, Throne Day, Independence Day, Amazigh New Year (Yennayer), Mawlid al-Nabawi, Rose Festival in Kelaa M'gouna, Gnaoua World Music Festival in Essaouira, Sefrou Cherry Festival, etc.
Around the world: Christmas, New Year's Eve, Diwali, Chinese New Year, Hanukkah, Carnaval in Brazil, Thanksgiving, Oktoberfest, Holi, Bastille Day, etc.

- Monitor their work. Make sure they are not looking at their books.
- After one minute, say, Stop! Pencils down! Compare your list with another group. You get one point for each item that is different from the other team.
- Monitor their tallying. Then, say, Raise your hand if your team won that round of the game.
- Point out the next category and continue the game as listed above. At the end of all the activities, find out the winners and award them.
- End the session by celebrating all teams' efforts with applause, cheers, or small prizes for the winners.

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Lesson 6

Are you going to the festival?

Objectives

Students will...

- talk about future arrangements using the present continuous.
- listen and read for details about people's holiday plans.

Warm up

Activity objective: Students consolidate and reinforce the vocabulary from Lesson 1 through a fast-paced ***"information recall"*** game that encourages quick thinking, teamwork, and accurate spelling.

- Review the words from Lesson 4 by playing a game.
- Divide the class into small groups.
- Give a clue about an activity or clothing for special occasions. The group discusses and one person writes their answer on a piece of paper (or on the board). The first team to get the correct answer (and spelling) wins a point. The team with the most points wins the game.

Clues: When we speak to God to ask for help or give thanks. (pray); This is a party in the street. (parade); We move our body to music. (dance); We come together. (gather); We compete against another team or person. (competition); A set of actions at a formal event (ceremony); Shoes that are high. (high heels); Clothes we wear to make us look like someone or something else. (costume); Formal jacket and pants. (suit). Loose clothing worn by women (sari) Etc.

Variation Idea

Instead of giving verbal clues, turn the activity into a game of ***charades***. Prepare cards with the target vocabulary words written on them. Students take turns picking a card and silently acting out the word using gestures, facial expressions, and body movements—without speaking or writing. Their small group (or the whole class) tries to guess the word. The first person or team to guess correctly earns a point. This variation adds more movement, creativity, and fun to the review, while also reinforcing comprehension and recall in a more physical, interactive way.

Teaching Tips: Managing a large student-centered class

This lesson, like most in English Spotlight 3, includes a lot of pair and small-group work. Build these strategies into your teaching to effectively manage your class.

- Set clear expectations first – Demonstrate the task, including appropriate voice level, turn-taking, and how to signal for help.
- Use visible prompts – Keep key questions or instructions on the board or project them clearly so students can refer back without stopping the activity.
- Monitor actively – Move around the room to listen in, support quieter students, redirect off-task behavior, and keep groups on task.

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- Manage volume – If the noise level gets too high, use a simple non-verbal signal (e.g., raising your hand or a clapping pattern) to bring the class back down. Special tip: Use a quiet voice (try a "loud" whisper) when you want attention. It can quickly focus groups faster than a loud voice will.
- Time the activity – Give a clear time limit so students stay focused and keep the pace lively.
- Establish routines early in the year to make pair and group tasks run as smoothly as possible.

A Read and Listen

Activity objective: Students listen to the unit vocabulary in context and preview the grammar point of present continuous for future arrangements in a conversation between friends about their future plans.



1.

- Point out the pictures. Say, We will listen to a conversation. Look at the pictures. What do you think the conversation will be about?
- Elicit a few ideas and write them on the board.

2.

- Say, Let's listen to the conversation now. Check your prediction.
- Ask, Was your prediction correct? How was it different? Elicit answers.
- Point out the items with tick boxes. Say, I will play the audio again. This time listen for the details. What is each girl doing this weekend? Write D for Daria or H for Hana.
- Play the audio.

3.

- Pair students and have pairs compare their answers.
- Review the answers together.

Key: Hana: Go to the Butterfly Festival, march in a parade, wear a costume; **Daria:** pick strawberries, make ice cream.

- Say, Now, practice the conversation with your partner. Take turns with each role.

Expansion Idea
Have students make a comic strip out of the conversation. They can use the same words but illustrate each scene.

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B Use Grammar in Context: Present Continuous for Arrangements

Activity objective: Learn the meaning and structure of the present continuous for future arrangements.

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

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

Grammar Reminder: Present continuous

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

1.

- Write the following sentence on the board: ***I'm visiting my relatives on Saturday***. Underline ***I'm visiting*** and ***on Saturday***.
- Point to ***I'm visiting*** and say, We know we use the present continuous when we talk about things we are doing right now. Like, I'm teaching right now. You are listening right now (at the moment). But we can also use the present continuous when we talk about future plans.
- Point to the sentence on the board and say, ***This plan is for the future.*** Ask, ***When am I going to visit my relatives?*** Elicit, ***On Saturday.***
- Write a few more examples on the board: ***He is marching in the parade at 1:00. They are graduating from High School in May.*** Review the examples with the students. Underline the present continuous in both sentences and 1:00 and May. Ask questions about them. When is her marching in the parade? (1:00) When are they graduating from High School? (May)
- Point out the conversation in Activity A3. Say, Underline the present continuous verbs in the conversation.

2.

- Pair students. Say, Compare the sentences you underlined and tick the correct statement.
- Discuss the answer with the class. Say, Remember that we use present continuous for future plans we are sure about it.

3.

- Point out the sentences. Say, Now, complete the sentences using the present continuous. Point out the grammar chart. Say, Use this as a reference when completing the sentences. Let's do the first one together. What should we write? (***am visiting***).
- Tell students to begin the exercise. Walk around and help as needed.
- Pair students and have them compare answers then review the sentences together orally or write the answers on the board.

Key: a) am visiting, b) is turning, c) isn't riding / is not riding, d) Is / starting, e) Are / meeting

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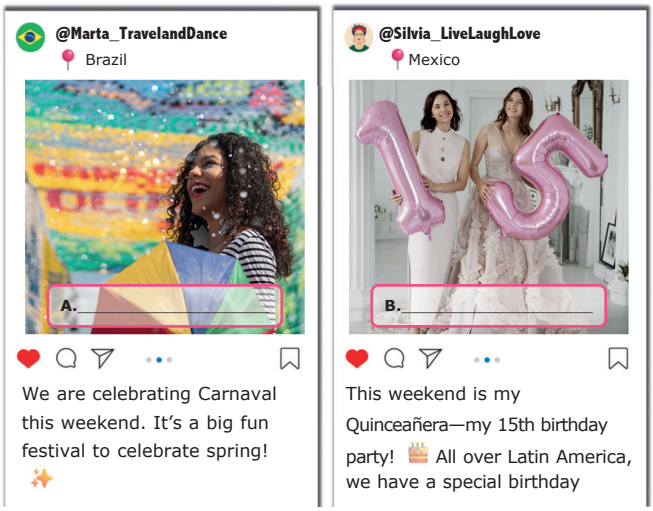
4.

- Point out the speech bubbles and demonstrate the activity with a student. Ask the student the question (What are you doing this weekend?). The student responds by reading the speech bubble, ***I'm going to a music festival. How about you?*** Then respond with a sentence of your own. For example, ***I'm going to a parade***.
- Pair students and have them talk about their weekend.

Variation Idea
Instead of doing this in pairs, do this as a **Walk and Talk**. Have students stand up and walk around and talk about their weekends. Tell them to talk to at least three people. If space is limited in your classroom, have them just turn to the four people around them (in front, sides, in back) instead of walking around the classroom.

C Read

Activity objective: Students get more practice with the unit vocabulary and the present continuous for future plans by reading and writing details about a text.



1.

- Point out the online posts. Say, Here are two posts from some teenagers around the world. Ask, Where is Marta from? (Brazil) Where is Silvia from? (Mexico)
- Say, Read the posts and write the name of the celebration in the boxes.
- Give students time to read and write, then discuss the answers. (Carnaval, Quincenera)
- Ask, Do you know about these celebrations in Brazil and Mexico? Do we have something similar in Morocco?

2.

- Point out the sentences about the posts. Say, Read the posts again and complete the sentences. Let's do the first one together. Scan the post for the word ***dance.*** What word comes after it? (***competition***) Let's write competition in the blank.
- Students do the rest of the sentences.
- Pair students to compare their answers, then review the answers together.
- Close the activity with a few more detailed questions about the posts. For example: Marta: What does Carnaval celebrate? (spring) Where are Marta's friends gathering? (at the train station) When are they gathering (early Saturday morning) Where are they watching the parade? (downtown) How often did they practice for the dance competition? (every day for a month) Silvia: How old is Silvia turning? (15) Where do people celebrate Quinceanera? (All over Latin America) When is she turning 15? (This weekend) What color is her gown? (pink and silver) Who is coming to the party? (her family and friends) What kind of food are they having? (traditional) What does she hope everyone will do at the party? (dance and have fun)

Key a) competition, b) butterfly costume c) formal, d) high heels, e) dancing

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Differentiation Tip

More support: Read the first sentence of each post together as a class, modeling pronunciation and explaining key vocabulary with pictures, gestures, or quick sketches. Allow students to highlight or underline words that show **when** and **where** the celebrations happen before answering questions.

More challenge: Ask students to find and underline at least three examples of the present continuous for future arrangements in the posts, then rewrite them using different time expressions or celebrations.

Expansion Idea

Instead of closing the activity with all the questions, ask a few as examples, then have students write one or two questions about the details in the posts. Students can either write their questions on the board or exchange them with a partner.

D Write and Speak

Activity objective: Students use their imagination to design a dream festival, then practice asking and answering questions to gather information about classmates' festivals, reinforcing vocabulary for celebrations and the present continuous for future plans.

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

Create Your Dream Festival!

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

1.

- Say, For this activity, you are going to create your own festival! It can celebrate anything you want. You can do anything, go anywhere. Remind them they can combine real and imaginary ideas (e.g., a camel race with ice cream for everyone, etc.) to make their festival unique.
- Point out the chart. Say, Use this chart to plan your festival. Think of a festival name, who will be celebrating it, what you are doing in the festival, what you are eating, and what you are wearing.
- Give students a set time to plan their ideas. Walk around to offer support, suggest vocabulary, and help students who are stuck or struggling to think of ideas.

2.

- Point out the interview questionnaires. Say, Now you will share your festival with two people. Look at the things you will ask about. What questions can we ask? Elicit the following questions and write them on the board: What's your name? What's your festival name? Who is coming to the festival? What are they doing there? What are they eating? What are they wearing?
- Pair up students to interview each other about their festivals. After the first interview, have them switch to a new partner and repeat the activity to gather more ideas.
- Close the activity by asking a few students to share their festival with the class.
- Celebrate their work by giving positive feedback, applauding, or displaying some of the most creative festivals.

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Lesson 7 Celebrate Morocco!

Objectives

Students will...

- read about and discuss Moroccan celebrations.
- write about their favorite celebration or festival.

Warm up

Activity objective: Students review the present continuous for future arrangements by responding to

- Write the following questions on the board (and underline the time context in each):
  1. What are you doing after school today?
  2. Where are you going this summer?
  3. What are you going to study in high school?
- Say, We are going to walk around the class and ask different people questions.
- Demonstrate the activity. Point to the first question and invite a student to ask you: ***What are you doing after school today?*** Respond, for example: ***I'm grocery shopping after school today.*** Walk to a few more students and give the same response to model the interaction.
- Say, Now it's your turn. Walk around and ask different people the question. Take turns asking and responding.
- After students have talked to at least three people, turn on and off the light to indicate them to stop. Then, point out the second question on the board (Where are you going this summer?) and say, Now walk around and ask and respond to this question.
- Continue in the same manner and then point out the last question (What are you going to study in high school?)

Variation Idea
If space is limited, have students stay seated and do the warm-up in pairs, taking turns asking and answering the questions.

A Preview

Activity objective: Students make their own flashcards/ vocabulary study cards to remember the vocabulary words.

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

a pillow a soft thing you put under your head when you sleep	**to fast** (verb) to eat no food for a period of time	**a feast** a special meal for many people

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1.

- Point out the “flashcards”(vocabulary study cards)in the Student Book. Say, These are words we will study in this lesson.
- Review the meaning of each word. Use examples or pictures to get the meaning across.
- Say, Now, on the flashcard/ study card, draw a picture, icon or write a key word to help you remember the meaning.
- Walk around and offer ideas to students who are stuck, ensuring that everyone, including those who are struggling, is actively participating.

2.

- Pair students and have them share their flashcards/ vocabulary study cards.
- Then, say, We are going to read about three Moroccan celebrations. What Moroccan celebrations do you think we will read about next? Talk about it with your partner.
- Elicit the ideas from the class.

Variation Idea
Have students make real flashcards on separate cards to use for games and practice at home.

Expansion
This activity can also be weekend group work — students share ideas, and one or more draw or make pictures on a computer or phone. They can make **paper flashcards** or use an app like Quizlet or Google Slides to make **digital flashcards** of the unit’s words. Then, they can play games with the cards in class or online.

B Read

Activity objective: Students get more practice with the unit vocabulary by reading and writing details about a text.

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



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

- Point out the pictures and texts.
- Say, Read the posts and write the name of the celebration in the blanks.
- Give students time to read and write, then discuss the answers. (Ramadan, Eid al-Fitr, Amazigh New Year)
- Ask, How do you celebrate these occasions? Do you do the things you read in the texts? What else do you do on these occasions?

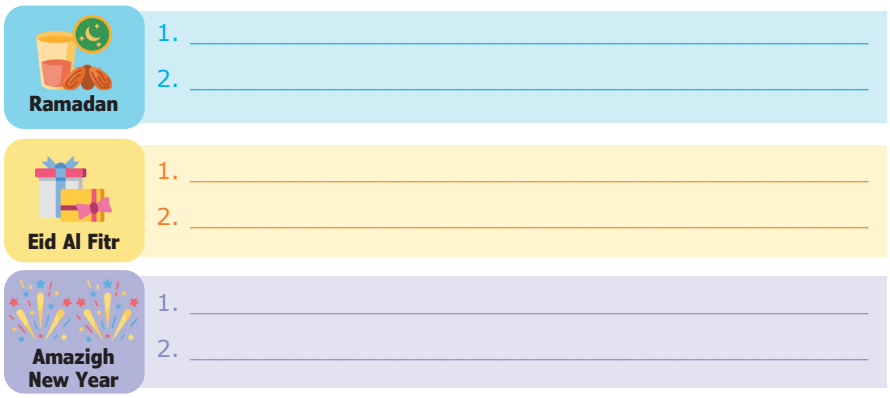
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C Discuss

1.

- Point out the blank lines. Say, Now write down two things you remember about each holiday from the texts. Write complete sentences.
- Walk around and monitor their work.

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



- Pair students. Have them read their sentences to each other.
- After the allotted time, ask a few to share their sentences with the class.

2.

- Model the activity by telling the class what you do for one of the holidays. Ask a student to volunteer (or select the student). Have the student ask you the three questions in the boxes. For each question, give a response. For example, I have a big feast for Eid al-Fitr. We visit our relatives. We give money to the children in the family.
- Pair students. Pairs ask and respond to the questions about the holidays.
- Close by asking a few students to tell what they do for the holidays.

Variation

Question Relay-line Activity

Have each row in the classroom work as a team. The student at the front of each row turns to the student behind and asks the first question. That student answers, then turns to ask the same question to the person behind them. The 2nd student then turns back to the student in front to listen to and answer the next question. This continues down the row until the last student answers. The last student has to walk to the front of the row to ask the question/get an answer.

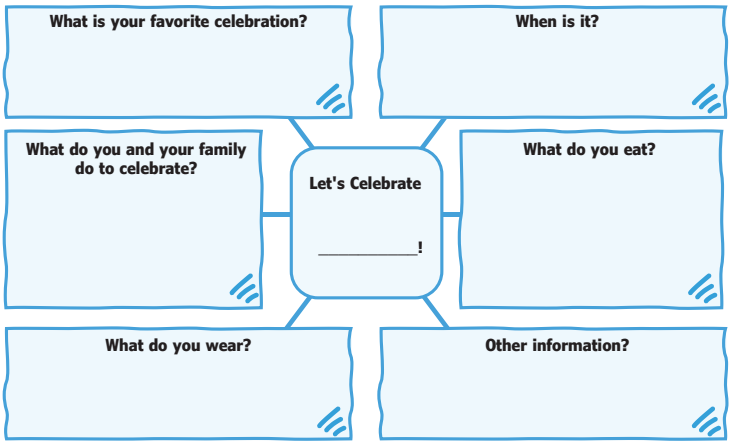
D Write

Activity objective: Students plan and their narrative paragraph about a holiday using a graphic organizer.

1.

- Point out the graphic organizer for writing their narrative paragraph about a holiday.
- Say, Now it's your turn to plan and write a narrative paragraph about your favorite holiday.

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



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- Demonstrate how to plan by using the graphic organizer for your own narrative paragraph. So all students can see, draw the graphic organizer on the board and plan out your sample.

Sample

Let's celebrate Independence Day!

My Favorite celebration: Independence Day

When is it: November 18

What do you and your family do to celebrate: go to a parade, family feast

What do you eat: couscous and tagine

What do you wear: casual clothes

Other information: watch fireworks at night

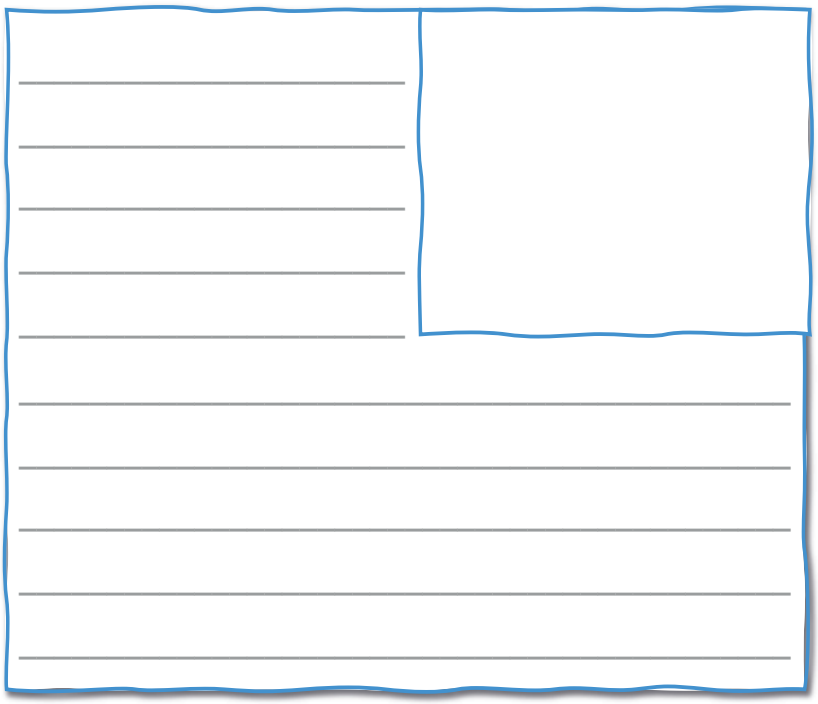
- Give students time to think of and fill out the graphic organizer about their favorite holiday.
- Walk around and help as needed.

2.

- Pair students. Say, Share the information you will write about for your holiday. Now ask and answer the questions in the graphic organizer with your partner. Give each other more ideas to write about.
- Give students time to share their ideas.

3.

- Demonstrate the next step of the activity. Write a sample paragraph on the board and elicit the parts of the Narrative Paragraph (topic sentence, detail sentences, concluding sentence). Have students come to the board and label the parts of your paragraph and circle the sequence words.



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Sample Narrative Paragraph

My favorite holiday in Morocco is Independence Day. Every year, we go to the parade downtown. I love watching the marching bands and people dressed in traditional clothing. After the parade, we usually come to my house for a big feast. We eat couscous and tagine. It's delicious! Then, in the evening, we go to the park to see the fireworks. Independence Day is lots of fun!

- Add a picture of your holiday on the board.
- Say, Now it's time to write your paragraph and draw a picture of your celebration. Use your notes from the graphic organizer.
- Walk around and help as needed. Give a time limit.

4.

- Say, Now it's time to check your paragraph. It's always good to look it over many times. Point out the Evaluate your paragraph rubric. Say, Use these tasks to check it over. Tick them after you complete the tasks.
- Give students time to check and revise.

5.

- Say, Now we're going to share your paragraph with the class.
- Divide the class into small groups. Have them read their paragraphs aloud to their groupmates.
- Close the activity by asking a couple of students to read their paragraphs aloud to the class.

Variation Ideas

Have students write their paragraphs and draw their pictures of their celebrations on separate pieces of paper and post them around the room for all students to walk around and read.

Expansion

After listening to their classmates read their paragraphs, require students to ask a follow-up question.

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Lesson 8

Unit Test, Task & Self-assessment

Objectives

Students will...

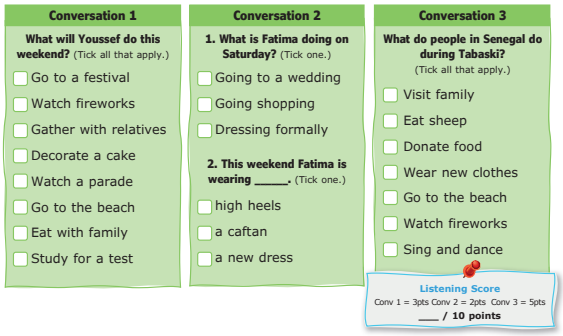
- Complete a unit test that evaluates students' proficiency in listening, vocabulary, grammar and reading skills related to the unit topics.
- Complete a culminating task to apply and demonstrate what they have learned in the unit.
- Complete a self-assessment to reflect on how well they know and can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

Take the Unit 3 Progress Test!

The end-of-unit test measures students' overall progress. The test features five sections:

- Listening
- Vocabulary & Expressions
- Grammar
- Reading
- Writing

Always begin with the listening test first



- Tell students they will take a short test to track their learning progress.
- Tell students the test begins with a listening section.
- Ask students to point to the listening section
- Read the instructions aloud to the students.
- Say, Now I will play the audio. It includes time for you to read the questions. You will hear it two times.

The remainder of the test

- Tell students that they will now complete the rest of the test. Tell students what time it is now. Write it on the board. Tell the students when the test will finish (35 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.

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Unit 3, Lesson 8 Test Key:

A. Listening

Conversation 1: gather with relatives, decorate a cake, eat with family, study for a test

Conversation 2: 1. Going shopping; 2. high heels

Conversation 3: visit family, eat sheep, donate food, wear new clothes, sing and dance

B. Vocabulary & Useful Expressions

1

1) d-Should
2) c-How about
3) b-I can't
4) e-Why don't we
5) a-Great idea

2

1. perform
2. plant trees
3. caftans
4. decorate
5. costumes

C. Grammar

1) celebrate
2) are having
3) is helping
4) am buying
5) is making
6) come
7) eats
8) dances

D. Reading

1. Inti Raymi
2. Loy Krathong
3. Loy Krathong and Inti Raymi
4. Loy Krathong and Inti Raymi
5. Inti Raymi
6. Inti Raymi
7. Loy Krathong
8. Inti Raymi

E. Writing

Answers will vary-accept those that are correct in terms of meaning and correct form.

Example answers include:

- Who is coming (to the party)? Who did you invite?
- How about having the party/it at... Why not/ You should/ought to have it....
- I'm bringing...I'm making (food and/or drinks). Here, I'll bring / I'll make is acceptable too.
- People should/ought to (wear formal/casual clothes; dress up; not dress up; wear costumes)
- We should/ought to... Why don't we... How about ...play/playing football, go/ bowling (any activity)

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Rubric to Assess the Conversating Writing Task

Scoring per question (2 points max)

Points/ Question	Criteria
2 points	**Accurate and complete** – The student's response is appropriate and follows instructions given, uses correct key vocabulary/expressions, and has no more than 1 minor grammar/spelling mistake that does not affect meaning.
1 point	**Partially correct** – The student's response is understandable and mostly correct but is incomplete/missing a minor word in an expression/question form, or the response has several errors that affect clarity.
0 points	**Incorrect or unclear** – The student's response does not relate to the instructions given or has many errors that make it difficult to understand (for example, a key word appears but no other structure to make meaning clear).

Notes for teachers:

- Minor spelling or punctuation errors that do not affect meaning should not lower the score.
- Encourage students to use complete sentences, but short, correct answers may still earn full points if they meet the criteria.
- This is a controlled writing task, so **correct use of the target structures and vocabulary/ key expressions** (suggesting something, for example) is essential for full marks.

Choose and Complete One Unit Task!

- Review each option and steps. Use gestures to get the meaning across.

Option 1 — My Favorite Celebration

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

1 Plan Slides/ Cards:



- What it celebrates
- Who celebrates
- What people wear
- Activities involved
- Why it's your favorite

2 Write short bullet points for each slide/ card.



Check your spelling!

3 **Challenge!**

Use present simple to describe the general celebration but past tense to talk about your family celebrating.

My favorite holiday **is** Eid al-Fitr. After the morning prayer, we **have** a big feast. Last year, my family **celebrated** in Oujda.)

Use Google Slides or paper cards. Add your own photos/ drawings!

4



Present your cards or slides to the class!

Tips: Practice, speak clearly, make eye contact, smile, and don't read!

- Have students choose a unit task to complete. Allow students to work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.

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Variation Tip

Assign tasks and pairs/groups (if working together) thoughtfully, rather than leaving it entirely to student choice. This ensures that learners with lower language proficiency are given options that match their strengths and allow them to experience success. When assigning, make sure to consider gender balance and inclusion of students with disabilities, ensuring that all students can participate meaningfully and feel valued.

Teaching Tip

Give students class time to work on their unit tasks. That way, you can provide support to individual students or groups of students who need help. Then, students can take the rest of their project home if there is not enough class time.

Stop & Check your Progress in Unit 3! (Self-assessment)

- Point out the charts and how to do the self-assessment.

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

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

☐ **I'm great at this!** ☐ **I want more practice!**

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

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

☐ **I'm great at this!** ☐ **I want more practice!**

- Review the things in the chart. Say, These are the things we learned. Think about the unit. How do you feel? Check how you feel.
- Give students time to do the self-assessment. Answer any questions they may have about the language.

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Unit 3 Let's Celebrate!

Audio Scripts

Spotlight

Narrator: Listen and number the pictures in order.

1

Teen Boy: These are for you, Mom. I love you. I hope you like them.
Mom: Oh, thank you! They are my favorite flowers.

2

Teen (girl): Congratulations Sophie and Pierre! We hope you will be very happy together.
Male & Female adult voices: Thank you!

3

Boy teen: How do you celebrate Eid al Fatir?
Girl teen: In the morning, my whole family gets dressed up and we have tea and cookies together.
Boy teen: That sounds nice. This year, we're visiting my family in Nador. I can't wait.

4

Boy teen: I have a gift for you!
Girl teen: Wow! Thank you. Should I open it now?
Boy teen: Let›s have cake first.
Girl teen: OK. Good idea.

Lesson 1

A Vocabulary: School Clubs and Activities

Narrator: Listen and check your answers.

1. Birthday – E
2. Father's Day - G
3. Anniversary – J
4. Rose Festival – D
5. Throne Day – K
6. Teacher's Day – H
7. Earth Day = I
8. Graduation – A
9. Mother's Day – B
10. Eid Al Adha – C
11. Independence Day - F

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Narrator: Now listen again and repeat.
(Words will be said in the same order as the pictures. Students will hear one time, followed by a pause to allow time to repeat)

C Listen

Narrator: Listen to the conversations. Tick the correct answers.

A

Majda: Hi, Christol. Are you free on Sunday?
Christol: Yes! It's my day off!
Majda: It's Gregoire's birthday. I want to have a party!
Christol: That's a great idea! I can help decorate.
Majda: OK. I'll make a cake and buy some snacks. Are you going to dress up?
Cristol: Hmm. No, I think casual clothes will be best.

B

Karim: Kento, you are from Japan, right?
Kento: Yes.
Karim: I read online about a festival there—a cherry blossom festival.
Kento: Oh, yes! In the spring, when the cherry trees have flowers on them, people have parties outdoors.
Karim: That sounds fun! Do they eat a special meal?
Kento: Everyone brings different foods to share, and they have a picnic under the trees! And many people sing songs under the trees too.
Karim: Sounds awesome.

Lesson 2

A Listen

See conversation in student book (Activity A3).

Lesson 3

B Read and Listen to the Story

See story in student book.

Lesson 4

A Use Vocabulary

Narrator: Listen and point.

pray
watch a parade
perform a dance
attend a ceremony
gather
wear traditional clothes
watch fireworks
have a competition

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Narrator: Now listen and repeat.
Students will hear word one time followed by a pause, to allow time to repeat.

B Read and Write (Optional Listening Support)

Narrator: Listen while you read.

Diwali

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

Fantasia (Tbourida)

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

Chinese New Year

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

C Use Vocabulary: Fashion for Special Occasions

1. Listen and point.

jellaba
sari
caftan
gown
suit
costume
leather slippers
high heels

2. Listen and repeat.
Students will hear the word one time, followed by a pause to allow time for repetition.

D Listen

1. Listen and check your predictions.

Hassna: Hi Nora. Would you like to come to my brother's wedding next weekend?
Nora: Oh, thank you, Hassna! I would love to come. What should I wear?
Hassna: We dress up for weddings in Morocco. You can wear a gown or a Moroccan caftan!
Nora: I want to try a Moroccan caftan. They are beautiful. What time is the wedding?
Hassna: It will start at around 9:00 in the evening. I will text you the location.
Nora: What happens at a Moroccan wedding?
Hassna: Well, guests usually gather, talk together and have sweets. When the bride comes, we eat together. And then we listen to Moroccan music and dance all night!
Nora: Wow – Moroccan weddings sound awesome! Thank you for inviting me.
Hassna: I am happy you will come.

2. Listen again and answer the questions with ONE word or number.
Students will hear the same audio again.

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Lesson 5

(no audio)

Lesson 6

A Listen and Read

2. Listen. Write D next to Daria's plans. Write H next to Hana's plans.

Hana: Hi, Daria. Would you like to join my family for the Butterfly Festival this weekend?
Daria: Oh, Hana, I wish I could, but I am going to pick strawberries with my sister. Then we're making strawberry ice cream. Are you excited about the Butterfly Festival?
Hana: Yes, super excited! I am marching in the parade!
Daria: Really? I want to see you! What are you wearing?
Hana: I'm wearing a green dress and a pink butterfly costume.
Daria: That sounds amazing! Text me a picture!

C Read – Optional Listening Support

These audio follow the text in the book. Use them if you have students who require additional reading support. Make sure they follow along with their finger – listen and read at the same time.

Lesson 7

B Read – Optional audio support

These audio follow the text in the book. Use them if you have students who require additional reading support. Make sure they follow along with their finger – listen and read at the same time.

Lesson 8

A Listening

Narrator: Listen to the conversations. Choose the correct answers. You now have 30 seconds to read the questions. (30 second pause). Now listen to the three conversations. (2-second pause)

1

A (teen girl): Hey, Youssef, there's a festival this weekend at the park. Would you like to come with me to see the fireworks on Saturday?
B (teen boy): Oh, I wish I could! I love fireworks. But I can't go. We're celebrating my uncle›s birthday this weekend.
A: Oh right, you told me about that. You are helping to decorate the cake, right?
B: That's right. I can't wait for everyone to see it.
A: What about Sunday? We can watch the parade and then go to the beach.
B: Sorry, I can't this Sunday. My relatives are gathering for a special meal. I can›t wait to see my cousins!
A: OK. Well, maybe next time.
B: Yeah. And I still have to study for that science test, too!

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2

Teen boy: Hey, Fatima! What are you doing this weekend?

Fatima: I'm going shopping with my sister. We›re buying dresses for my brother›s wedding.

Teen boy: Oh, your brother is getting married? Congratulations! Are you dressing in formal clothes?

Fatima: Oh yes - my dad is wearing a new suit, and my mom is wearing a traditional kaftan. I›m wearing the green dress I bought last year and new high heels! I'm excited about it!

3

A (girl teen): Hi Amadou! Do you have any special holidays in Senegal?

B (boy teen): Yes, we do! One of my favorites is Tabaski.

A: What do people do during Tabaski?

B: We buy sheep, visit relatives, and cook together. We also give food to the poor.

A: That sounds really nice. Do you wear anything special?

B: Yes, we wear new clothes, usually traditional styles.

A: Do people watch fireworks or go to the beach?

B: No, not really. It›s more about family and sharing food. And of course we sing and dance.

A: That sounds amazing! When is it?

B: It depends on the Islamic calendar, so it changes every year.

Narrator: Now listen to the three conversations again. Check your answers.

(Conversations above repeat.)

Narrator: That is the end of the listening test. Now move to Part B of the test.

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Unit 4 They changed the world!

Theme

This unit is about inventions and developments in technology.

Unit Overview

This unit explores inventions from the past and present. Students will discuss various types of inventions and how frequently they use them, while practicing the structure "used to" to describe past habits and compare life then and now. They will also develop fluency in saying numbers for years and dates. In Lesson 3 (DEAR), students will read William Kamkwamba: The Boy Who Made Light, an inspiring true story. In Lesson 5 (Global Citizenship), they will learn practical strategies for avoiding procrastination and plan how to apply them in their own lives. For the unit task, students can choose to record or act out a podcast about important inventions, design a board game, or create an "Inventors and Inventions" Trivia quiz.

Overall Unit Outcomes

By the end of this unit, students will be able to understand and communicate about inventions and technological developments from both the past and present. They will discuss various inventions and how often they use them, describe what people did before certain inventions, and compare the past and present using "used to". While listening to short talks and reading explanatory texts, students will be able to identify main ideas, locate key details, and make simple inferences. Students will express opinions about inventions using would and other useful expressions, and they will write a short, clear, and organized paragraph about an invention, explaining its impact on people's lives. In both speaking and writing, they will also use vocabulary related to inventions, problem-solving, and technology.

Learning Objectives

Students will ...

- talk about how often they use inventions.
- use context clues in new texts.
- describe inventions and their impact.
- read and listen to learn about inventions in history.
- describe things people did in the past.
- use "used to" to describe past habits.
- say years and numbers clearly.
- use tips to avoid procrastinating.

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- ask for and give opinions with “would.”
- read for pleasure and react.

Lesson 1: I use it every day!

Common Inventions

- Common inventions (toothbrush, Wi-Fi, nail clippers, scissors, etc.)
- Frequency expressions (every day, every other day, once in a while, etc.)

Lesson 2: People used to light their homes with candles.

Past habits

- Grammar expressions with **used to**
- Using context clues to guess the meaning of texts

Lesson 3: Drop everything and read (DEAR)!

Read a non-fiction story and react

- William Kamkwamba: The Boy who Made Light
- Linking values in a story to own ideas/life

Lesson 4: The internet transformed lives!

Inventors, inventions, and their Impact

- Recognizing and saying numbers and dates
- Listening and summarizing inventors’ short biographies

Lesson 5: Global Citizenship & Fun Review

Getting things done

- Read and discuss tips for avoiding procrastination
- Work with a partner to create a “Get ready - Do - Done” plan

Lesson 6: First we had the phonograph.

Talking about developments in technology

- Use sequence words (first, second, next, then, last) to describe events in a process
- Read and listen for specific information about inventions

Lesson 7: Would you use this invention?

Responding to unusual inventions

- Listen to and identify people’s opinions about inventions
- Use “would” and “would not” to give opinions

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 4 Test
- Unit 4 Tasks-Choose one!
- Unit 4 Stop & Check (self-assessment)

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Unit Spotlight

Activity Objective: Students activate prior knowledge about inventions, encounter and use the terms inventor and invention, and identify key inventions through listening and discussion.



1.

- Introduce the topic. Write the words **inventor** and **invention** on the board, explain the meaning, and give some examples. Say, An inventor is a person who thinks of ideas and makes things. Inventions are things that help solve problems or make life earlier.
- Point out different types of inventions around the room (lights, computer, calculator, pen). Say, These inventions are important in our everyday lives. It would be difficult to live without them.
- Point out the pictures and ask, What inventions do you think these people can't live without? Elicit ideas from several students.
- Say, Listen. Write the invention each person talks about.
- Play the audio. Then have students compare their answers with a partner.
- Review the answers together.

Key: Souad: car, 2. Mohamad: stove, 3. Salima: phone

2.

- Say, Talk with your partner about an invention you can't live without. Write the following sentence frames on the board: I can't live without my ... because ___. / I use it ___.
- Pair students. Give students a minute or two of silent time to think of their example.
- Give an example for yourself, for example, I can't live without coffee because it helps me wake up. I use for energy and drink it every day.
- Close by asking a few pairs to share the inventions they talked about.

Teaching Tip
Pair and group conversations are not only an opportunity for students to practice speaking, but also to practice listening to others. Following the pair work, try asking students to share what they heard their partner say. This will help students develop the habit of listening carefully.

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Lesson 1 I use it every day!

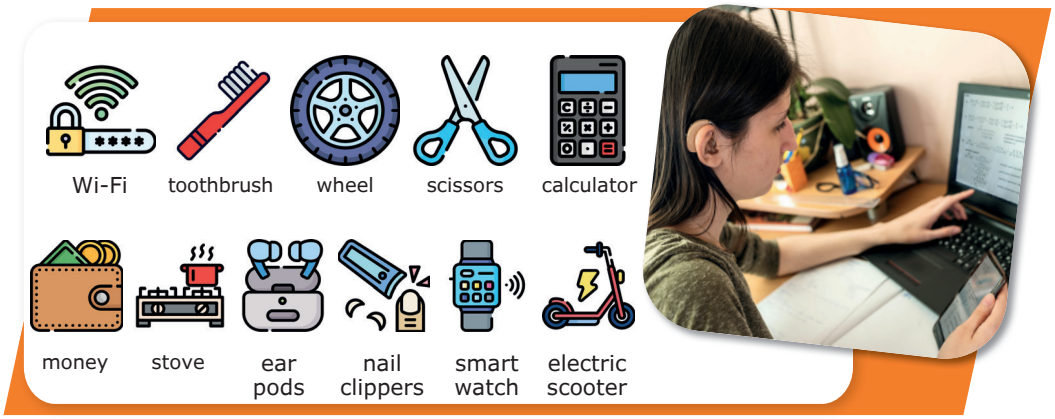
Objectives

Students will...

- identify common inventions and how often they use them.
- write and talk about why an invention is important.

A Use Vocabulary: Everyday Inventions

Activity Objective: Students learn and practice vocabulary words for everyday inventions.



1.

- Point out the names of inventions and the pictures. Say, These are inventions we use often. Listen and point to the pictures.
- Say, I'm going to play the audio again. This time repeat what you hear.
- Play the audio and model repeating after the audio.

Expansion Idea

To help students practice vocabulary, play a quick game of charades. Choose a vocabulary word from the box and use gestures to give clues. Students try to guess the invention. Continue the game with student volunteers choosing words and acting out the clues.

2.

- Put students into groups of three or four.
- Read the questions aloud.
- Write the following sentence stems on the board:

I think ____, ____, and ____ are the most useful inventions because...

I often use a ____. I use it to _____.

- Monitor while groups are working.
- To close, ask 2-3 students to share what their partner said.

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B Read, Listen and Speak

Activity Objective: Students develop speaking, listening, and critical thinking skills in a partner guessing game, while practicing new vocabulary for inventions.

- Say, You are going to play a guessing game with a partner. Let's practice.
- Choose a useful invention in the classroom, for example, a clock. Then say, We use this invention to tell what time it is. (Students call out "clock.") Repeat with one or two more inventions in the classroom. For example:
  - We use this invention to write for the whole class to see. (board)
  - We use this to keep a teacher's things at the front of the class. (teacher's desk)
- Say, Now it's your turn to give clues to a partner.
- Pair students and assign Student A and Student B roles.
- Point out the clues. Say, Student A, look at the pink box. Student B, look at the purple box. Point out the answer options and the answer key, which they can use to check their partner's answer.
- Give students time to read their clues and answer options.
- Do the first item with the class to help clarify the task. Say, Student A, read your first clue to Student B. Student B, look at your options. Which invention is it? (electric scooter). Student A, are they correct?
- Have students complete the remaining items. Monitor their work.
- To close, ask students to show with their hands (fingers) how many inventions they were able to guess.

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

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

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

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

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

stove | keyboard | calculator | scissors | smart watch | Wi-Fi | ear pods | mouse

C Speak

Activity Objective: Students will use frequency expressions to describe how often they use common inventions.

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

every day	every other day	sometimes	once in a while	never

nail clippers, Wi-Fi, scooter, toothbrush, scissors, umbrella, calculator, wheel, tablet, smart watch, ear pods, keyboard, stove, mouse

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1.

- Point out the list of inventions below the chart. Say, Think about how often you use these inventions.

Read the frequency expressions in the chart and have students repeat. Use drawings, gestures, or point to • a calendar to clarify "every other day" and "once in a while."

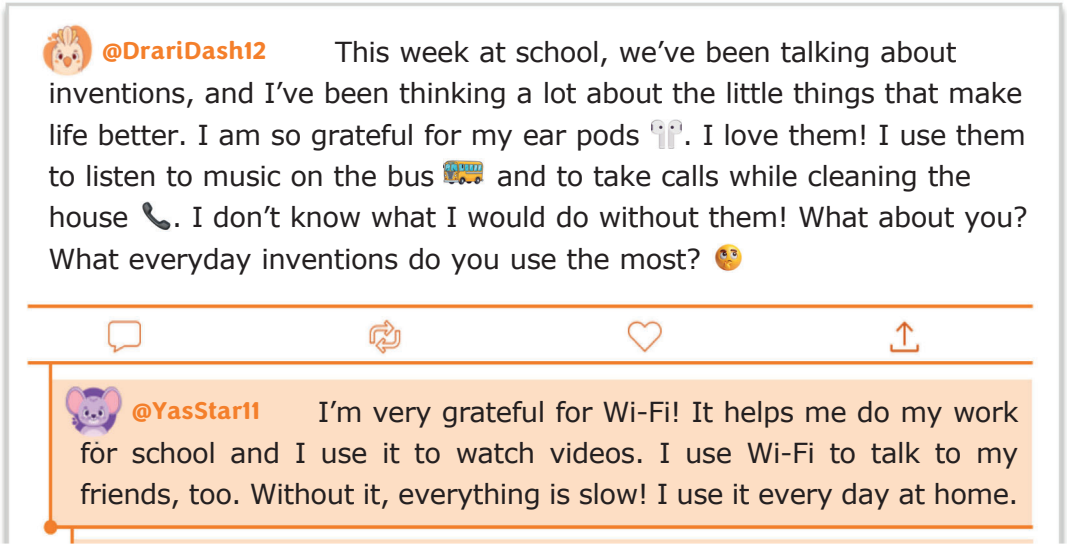
- Model the task. Say, I use a toothbrush every day. (Gesture writing it in the chart). I use scissors once in a while. (Gesture writing it in the chart).
- Give students time to complete the chart. Monitor their work and help as needed.

2.

- Pair students. Call on a pair to read the model conversation aloud.
- Give pairs time to discuss their responses in the chart. Monitor the conversations.
- Remind students that mistakes are a normal part of learning. Encourage them to focus on communicating their ideas clearly, even if they are unsure of the exact pronunciation.
- Praise effort and correct gently when needed, especially if the error affects understanding.
- To close the activity, call out the inventions and select students to tell you how often they use it.

D Write

Activity Objective: In response to questions in a teen forum, students will discuss and write about inventions they appreciate, practicing reading fluency and personal expression.



1.

- On the board, write one or both of these questions: What invention are you grateful for? or Which invention makes your life easier? (The second question provides support and acts as a scaffold for A2 learners.)
- Give a model, for example, I am grateful for my eyeglasses. I wear them every day to help me see.
- Say, You are going to read the posts and then write your reply. Let's read the first post together.
- Read the first post aloud and have students read along chorally.
- Pair students to read aloud the second post, taking turns reading each sentence.

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Teaching Tip
When having students read aloud, boost engagement by using a variety of tasks, for example, "whisper reading," "partner reading" (taking turns), "read & look up to say" ready, or whole class choral reading. Encourage students to keep the pace with you.

- Ask the following questions about each post to facilitate comprehension and set students up for the writing task: What is the invention? Why do they like it? How often do they use it? Have students find and underline the information in the texts.
- As a pre-writing task, write the following brainstorming chart on the board and have students copy it onto a sheet of paper or in their notebooks and complete it before they begin writing.
- Monitor while students write and offer help as needed.

Invention	Why I like it	How often I use it

Teaching Tip
Pre-writing, brainstorming, and note-taking tasks are important steps in the writing process. They help students generate ideas and plan their writing. This leads to richer, better organized writing.

Differentiation Tip
More support: Give weaker writers a writing template to follow. For example:

I'm grateful for ___(invention)_____. I like it because it helps me _____. I also use it to _____.

I use it _____(how often)_____ .

More challenge: Encourage stronger writers to add more detail sentences (what does it look like, where do they keep it in their house, etc.).

2.

- Pair students to read their posts. Point out the evaluation checklist.
- Have each partner read their post aloud. Then have them exchange books so they can silently read and complete the evaluation checklist.
- Prepare them for the next activity. Say: As you read your partner's post, think of one thing you like about it, and one suggestion you can make to help make it better.

3.

- Say, Now tell your partner something you like about their writing and give one suggestion.
- Write sentence stems on the board: I liked ... / I noticed ... / I suggest ...
- Monitor as groups share.

Special Teaching Tip: Training Students to Give Peer Feedback
Students may not be accustomed to giving feedback to peers. Help them understand the purpose. Say, When you read and check a classmate's writing, you not only help them make it better — you also learn new ideas and ways to improve your own work.

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Write a short list of ideas on the board that they can choose from to keep comments friendly and constructive:

Start with something you liked:

- I liked your idea about...
- I enjoyed reading...
- Your description of... was interesting.
- I noticed you used... very well.

Add a suggestion:

- Maybe you could add a sentence about...
- You could give more detail about...
- You ought to check the spelling of...
- You should use a capital letter/period in this sentence (point).

Model how to how to keep feedback positive and useful and how to combine one sentence from each list: «I liked your description of the invention. Maybe you could add a sentence about how it is used today» Gesture to the board as you model to reinforce the structure.
Remind them that the goal is to help their partner improve while also getting ideas for their own writing.

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Lesson 2

People used to light their homes with candles.

Objectives

Students will...

- use context clues to guess the meaning of texts.
- read and write about what people used to do.

Warm up

Activity Objective: Students will compare objects from the past and present, using **used to** to describe changes over time.

- Show the class some pairs of photos that contrast inventions or objects in the past and the present, for example, fashion photos, cards, transportation, toys, tools, electronics, appliances, etc.
- Ask, What do you notice? What is different now?
- Select two pictures from the set. Say: In the past, ... Now, ... Write the example on the board and have students repeat chorally.
- Highlight another two pictures and model the two sentences. Then elicit ideas from students. Write their examples on the board, for example:

A long time ago, women used to wear long dresses every day. Now they wear jeans.

Before, kids used to play with wood toys. Now kids play games on smartphones.

- Underline **used to** in the sentences. Say, When we compare the past and the present, we describe how things **used to** be. We did it in the past, but we don't do it now.
- Give pictures to pairs (or ask them to look at pictures on the board). Ask them to make sentences about the past and now.
- Invite a few pairs to share their ideas.

Variation

When students share their ideas, invite the class to chorally repeat the two sentences. This builds automaticity and gives all students (even those who don't share their sentences) a chance to practice.

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A Read

Activity Objective: Students will practice using context clues—such as images, key phrases, and comparisons between past and present—to infer the meaning of unfamiliar ideas in a text.

Use Context Clues to Guess the Meaning!

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



@Past2Present

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



@Me I think the invention is a _____!

- Point out the information in the box. Say, When we read a text, we can look for clues to help us understand the meaning.
- Call on students to read the strategies in the box aloud.
- Say, Let's try the first one together. First, look at the emojis and pictures. What clues do they give? (maps, backpack, phones, technology)
- Say, Next look for the old ideas. Find the words **used to**. *(*used to carry cameras, recorders, and paper maps). Now read the last sentence. What is the new idea? (Open an app).
- Say, Hmmm... it fits in my pocket. I use an app for a map... Oh! I think the invention is a smartphone. What should I write on the line? (smartphone)
- Pair students. Ask them to read the clues aloud and then to guess the invention. Monitor as pairs work together.
- Check the answers as a class. Ask students to tell you the context clues that helped them figure out the meaning.

Key: Accept reasonable answers. Examples: 1. smartphone; 2. email/text message; 3. car/bus; 4. smartwatch.

Differentiation Tip

More support: Before reading, list the words for emojis on the board (for example, horse, school, watch, check your heart, count steps). Ask students to look at each social media post and say which emojis represent the words on the board. Encourage students to underline these clues in the text before guessing the invention.

More challenge: Strong readers may finish the task before others. To keep them engaged and still focused on the reading text format, ask them to create their own short social media post about a past and present habit, using *used to* and including emojis or simple drawings. When finished, they can swap posts with a partner to guess the habit, or read their post aloud for the class to guess.

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B Use Grammar in Context: Used to

Activity Objective: Students will learn and practice the form and usage of **used to** to describe past habits.

Grammar Focus: Used to

Used to talks about something that happened in the _____ **but** does _____ happen now.

used to + verb

did not use to + verb

1.

- Say, Look back at Activity A. Underline the sentences about the past. Monitor while students work.
- Elicit the sentences and write them on the board. (People used to carry cameras. / People used to write letters. / People used to jump on a horse.) Underline **used to** in each sentence.

Expansion Idea: Pronunciation of "used" vs. "used to"

Highlight the difference in pronunciation of the verb "used" in the past (s sounds like /z/) and in "used to" (s sounds like /s/). Write the sentence pairs on the board. Read a sentence and have students stand if they hear /z/ and stay seated if they hear /s/.

I used my cell phone to call home. / I used to have a blue phone; but I lost it.

My sister used my laptop to write her paper. / She didn't use to have homework.

2.

- Point out the Grammar Focus box and have students read the information.
- Complete the blanks on the left side of the box with the whole class.
- Highlight the difference in form and spelling in the positive sentence (**used** to) and the negative sentence (did not **use to**).

Key: past, not

- Pair students to complete the remaining examples. Then go over the answers with the class.

Key: used to, used to, did (not) use to

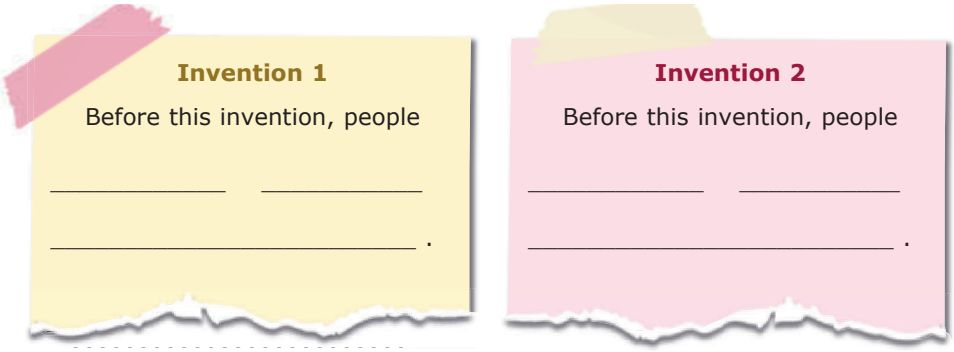
3.

- Read the verbs in the box and have students repeat.
- Point out the example and have students look at the pictures. Say, Read the sentence. The correct verb is *light,* so we write *used to light.* Call on a student to read the full sentence.
- Say, Now complete the rest of the items individually. Monitor their work.
- Put students in pairs to compare their answers.
- Check the answers with the class.

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C Write and Guess

Activity Objective: Students will play a group guessing game to practice '**used to**' and '**didn't use to**' to describe life before specific inventions.



1.

- Say, Now it's your turn. Think of an invention that changed people's lives.
- Do an example with the class. Point to the clock and say, Think about a clock. Before this invention, what did people used to do? Elicit ideas from several students. (For example, People used to use the sun to tell time. Now they use a watch or clock instead.)
- Give students time to think of their own inventions and write sentences with used to or didn't use to. Monitor while they work.

Differentiation Tip

More support: On the left of the board, write 4-5 common inventions. On the right, write a mix of past habits and current habits students can choose from. Provide the sentence frames: People used to _____. Now they_____. Encourage students to choose ideas from the board to complete the sentences.

Example:

Left side – Common inventions: Telephone, Bicycle, Television, Computer, Washing machine.
Right side – Past habits / Current habits: write letters, send emails, walk to school, take the bus, listen to the radio, watch videos online, wash clothes by hand, use a machine, read books for news, check the news on a phone.

More challenge: Have students think of less obvious inventions (e.g., washing machine, refrigerator) and write at least one **used to** sentence and one **didn't use to** sentence for each.

2.

- Put students into groups of three or four. Point out the picture and call on two students to read the example dialogue.
- Say, Don't tell your inventions. Take turns reading your sentences aloud. Try to guess the inventions.
- Monitor while groups work.

Variation

Divide the class into teams and play the activity as a whole class game. One member of a team reads their clue and the other team guesses. Each correct guess earns one point.

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Lesson 3 Drop everything and read (DEAR)!

Objectives

Students will...

- read and react to a story.
- connect ideas from a story to their lives.

A Preview the Story

Activity Objective: Students will learn and practice key vocabulary from the story, match each word to its meaning, and use the words—along with the title and pictures—to make predictions about the story.

1. A machine that moves water from one place to another
2. A place where people can borrow books
3. Wanting to learn more about something
4. A machine that uses wind to create energy
5. Something new that a person creates to solve a problem
6. A group of people living in the same area
7. Power that makes light and machines work


a. curious


b. electricity


c. windmill


d. invention


e. pump


f. community


g. library

1.

- Point out the pictures, read the words aloud and have students repeat.
- Say, You are going to match these words to their meanings. Call on students to read the definitions aloud. Say, Let's do the first one together. What is a machine that moves water from one place to another? The answer is "pump," so I write e in the blank.
- Give students time to complete the rest of the items. Then have them compare answers in pairs.

Key: 1. e, 2. g, 3. a, 4. c, 5. d, 6. f, 7. b

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Expansion Idea

To give students extra practice with the vocabulary, read aloud short sentence clues and have them supply the missing word. For example:

- The students in this class love learning. They are very... (curious)
- Oh, I'm bored. I want to find a good book to read from the... (library)
- We needed water for the garden, so we used a... (pump)
- The farmer built a tall... to use the wind for energy. (windmill)
- Thomas Edison's light bulb is a famous... (invention)
- Everyone in our... helped clean the park. (community)
- We couldn't watch TV because there was no... (electricity)

You can turn this into a quick-paced game by giving clues one after another and having students call out the answer, raise their hands, or write it on mini whiteboards. To increase challenge, ask them to create their own clues for a partner using the target vocabulary.

2.

- Point out the story title and pictures.
- Pair students. Say, Look at the title and the pictures and think about the vocabulary words. What do you think this story is about?
- Give students time to think silently before speaking to their partner. Write sentences stems on the board to support the pairwork: I think it's about... / Maybe it's about...
- Monitor while pairs discuss.
- Before beginning the reading/listening, elicit ideas from several students, but do not confirm whether they are correct or incorrect.

B Read and Listen to the Story

Activity Objective: Students will develop listening comprehension and reading fluency by listening to and responding to an audio story.

Special Teaching Tip:

Research in ELT shows that combining reading with listening improves decoding speed and comprehension by reinforcing the link between spoken and written forms (Chang & Millett, 2014). This dual-input approach also enhances vocabulary retention and fluency, as learners process meaning through multiple channels at the same time.

- Say, I am going to play the audio of the story. Listen and follow along.
- Encourage students to "whisper-read" along with the audio and try to keep up with the pace of the speaker on the recording.
- Pause at significant points to focus students on key points in the story. For example, ask, Why was William's father worried? What did his mother tell him to do? How did he get the idea to make a windmill? Why? etc. These meaning-making questions can foster a more interactive reading experience that supports students' understanding and skills for processing and synthesizing information from a text.
- Have students reflect on which predictions from Activity A2 were correct.

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C Think about the Story

Activity Objective: Students reflect on the story, and practice reading comprehension by identifying true or false statements.

True	False	
☐	☐	1. William's father thinks school is important.
☐	☐	2. William learns about windmills from his teacher.
☐	☐	3. William builds a windmill using only new materials.
☐	☐	4. At first, the village people don't believe in William's invention.
☐	☐	5. William's windmill helps provide water for the fields.

1.

- Ask the class, What did William's story make you think about?
- Give 2-3 minutes of silent time for students to reread the story, think and make notes.
- Have students share in pairs. Provide sentence frames: The story made me think about _____. The story made me remember _____.
- Ask 3-4 students to share their ideas with the class.

2.

- Pair students. Say, Think about the story. Take turns reading the sentences. Are they true or false?
- Do the first example with the class. Model supporting your answer choice with information from the text. For example, say, William›s father thinks school is important. I think that is true because he was sad when they didn't have money for school.
- Have pairs complete the rest of the items. Monitor their work.
- Confirm the correct answers with the class.

Key: 1. True, 2. False, 3. False, 4. True, 5. True

Teaching Tip
When checking answers to comprehension questions, always ask students to support their answer with evidence from the text. In addition, ask them to revise any false sentences to make them true. This promotes comprehension and skills they can transfer when reading other texts.

3.

- Put students into pairs or trios. Point out the chart. Say, These are some traits that William has.
- Read the skills and values in the left side of the chart aloud and have students repeat. Go over the meaning of challenging vocabulary words (persistence = working hard, not giving up; engineering = design for building something)
- Say, Let's do the first one together. Reading to learn. What words in the story talk about William's skill of reading to learn? (William visited the library. He looked for books about

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electricity because his village had no lights or water pumps. He found an old book about windmills. And he got a big idea! William's teacher asked, "How did you learn this?" William answered with a smile, "I read books and worked hard with my friends.").

- Have students complete the chart. Monitor the groups. Remind them to add their own skill or value at the bottom of the chart.

4.

- Ask the class, What traits and skills do you think are most important for a person to have? Give students time to think individually – ask them to think of and write down 3 skills.
- Have students share ideas in pairs or groups of three. Then ask for volunteers to share with the class.

Key: Below are the most likely answers. Accept any that are reasonable and supported by the text.

Reading to learn: William visited the library. He looked for books about electricity because his village had no lights or water pumps. He found an old book about windmills. And he got a big idea!)

Persistence: The neighbors watched and laughed. But William and Gilbert didn't give up. After many months, the windmill was ready.

Engineering design: The boys found metal, old bike parts, and wire. They worked behind William's house. William's mother asked, "What are you doing?" "We're building a windmill," William said. William put a light bulb on it. The wind blew, the blades turned, and the light came on.

Believing in yourself: He got a big idea! "Gilbert, if we build a windmill, we can have electricity and water," William said. "But how? We have no money," Gilbert said. "We can use old things. Let's go find some junk." He answered, "I read books and worked with my friends."

Expansion Idea

Have students share the traits that they think their classmates have that will help them be successful. These kinds of compliments rounds can promote a positive learning community.

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Lesson 4

The internet transformed lives!

Objectives

Students will...

- correctly pronounce dates and numbers.
- read and listen for the gist and details about inventions.
- write Wh- and H- questions about inventions.

Warm up

Activity Objective: Through a guessing activity, students will practice recognizing and saying numbers and years to ask about personal information.

- Play a quick game to introduce the topic of numbers and dates. On the board, write 8-10 numbers and years that have some meaning to you, for example, your birth year, the ages of your children, your age when you became a teacher, etc.
- Point to each number and have students say it aloud. As needed, make corrections and teach them how to say the numbers.
- Have students ask questions to guess what each number means, for example, Were you born in 1975? Is your child fifteen? Is your shoe size 39? etc.

A Listen and Pronounce

Activity Objective: Students will practice listening to and pronouncing numbers (tens vs. teens like 13/30, 14/40) and years.

Language Focus: Numbers in English

Saying numbers

Numbers with **-teen** and **-ty** have different syllable stress.

four**teen**	**for**ty
fif**teen**	**fif**ty
six**teen**	**six**ty

Saying years

Most* years are easier to say if you divide the number into parts.

1980: nineteen eighty
1918: nineteen eighteen
1900: nineteen hundred
2024: twenty twenty-four
2005*: two thousand five

1.

- Point out the language focus boxes. Say, Let's practice saying numbers in English. I'm going to play the audio. Listen and read along. Encourage students to "whisper read" while they listen. The audio will read the boxes, and then have students repeat the years.
- Play the audio and have students repeat. The audio will read the boxes, and then have students repeat the years.

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2.

- Say, Now listen and write the years you hear.
- Play the audio. If needed, pause a few times between numbers to allow students to catch up with their writing.
- Play the audio again and have students check their answers and correct any they missed.
- Have students compare answers in pairs.
- Then check the answers with the class by calling on different students to come to the board, say the year, and write it on the board.

Key: 1. 1985, 2. 1873. 3. 1600, 4. 2002, 5. 1913, 6. 1350, 7. 2015, 8. 1728, 9. 2015 10. 1730

Teaching Tip

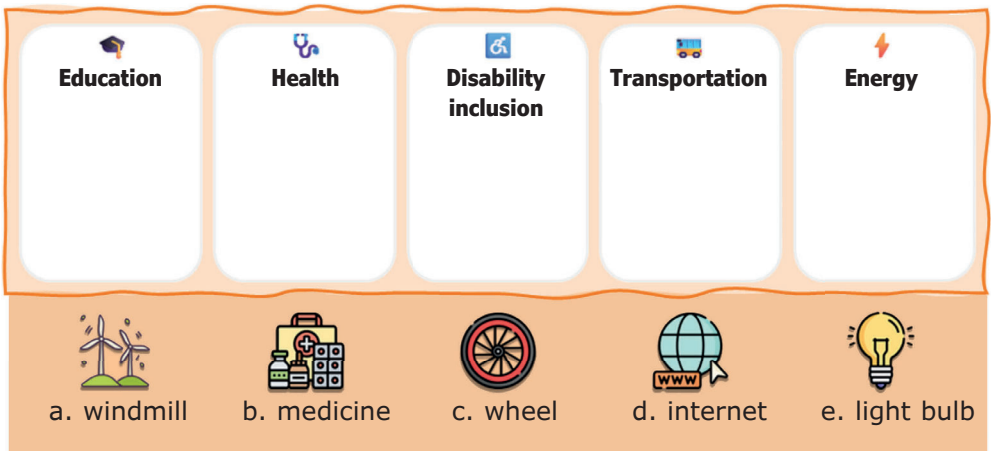
Inclusive teaching means giving all students—not just the confident or quick-to-volunteer ones—a chance to participate. **Balance between calling for volunteers and purposefully selecting students**, ensuring that over time everyone's voice is heard. Give "wait time" before calling on someone so all students can think and prepare. Acknowledge each answer positively, even if it's not fully correct, to build confidence and encourage future participation.

3.

- Give students some silent time to read the years and think about how to say them. Say, Add one more year at the bottom. Then think about how to say each year.
- Model the first example with one student. Say, Choose a year and say it aloud. Model finding the year in your book and pointing to it.
- Pair students to complete the task. Monitor the pairwork.

B Listen

Activity Objective: To preview, students will identify and categorize inventions that improve different aspects of life and practice vocabulary related to innovation and technology. They will then listen to brief talks about inventions to identify the fields they helped and to write details.



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1.

- Say, Inventions improve our lives in different ways. Can you think of some inventions that improved communication? (telephone, Internet, cell phone, etc.)
- Have students close their books. Say, Listen while I read these words. Try to think of inventions that improved each area you hear.
- Read the fields from the chart and have students listen and think about related inventions.
- Use examples, gestures, or draw on the board to clarify vocabulary (disability inclusion (making it easy for people with disabilities to join in everyday life and activities), transportation (traveling or going places), energy (power for electronics, cars, home heating/cooling, etc.).
- Have students open their books. Point out the fields in the chart and the pictures of the inventions. Read the names of the inventions aloud and have students listen and point to the pictures.
- Say, Now match the inventions to the fields. Write the letters.

2.

- Point out the model conversation.
- Have students compare answers in pairs. Then go over the answers with the class.

Key: Education: d, j; Health: b, d, f, h, i; Disability Inclusion: d, f, g, i; Transportation: f, g; Energy: a, e (Accept all answers that students logically justify).

Expansion Idea
Students will find that some inventions span more than one field. Have them write sentences and/or explain why and how they think the inventions improved a particular field. For example, I think the Internet improved health, because people can use it to learn about health and illness.

3.

- Point out the pictures and read the words aloud. Say, You are going to hear about three inventors and their inventions. Listen and number their fields in order.
- Play the audio pausing between items to allow Students can write the field in the square under the chart.
- Ask students to listen again and write one detail about each of the inventions.
- Have students compare answers in pairs. Then go over the answers with the class.

Key: University: 3 (education), Penicillin 1 (health), Wheel 2 (transportation)
For fields and details: Accept any answers that are supported by the listening text.

4.

- Point out the texts and give students time to read the texts silently.
- Ask students to guess the words that might go in the blanks.
- Say, I'm going to play the audio again. Listen and fill in the blanks.
- Play the audio.

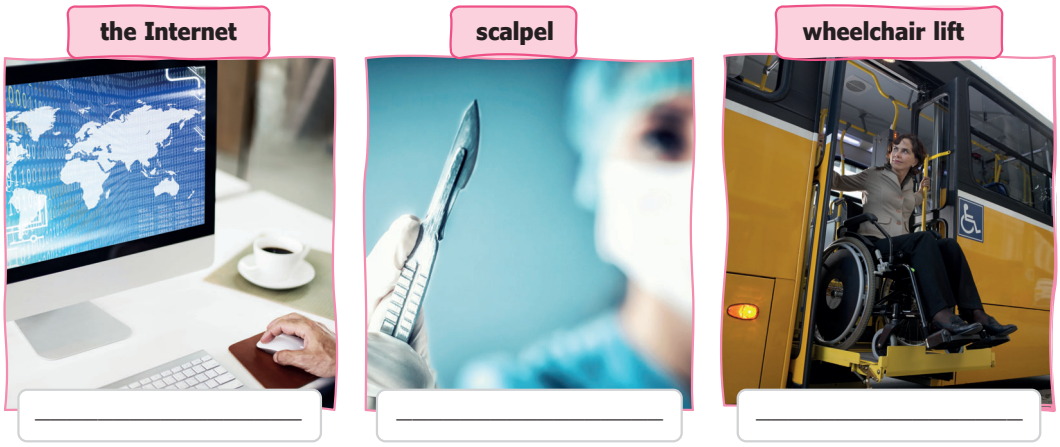
5.

- Have students compare answers in pairs. Then have them take turns reading the full passages aloud.

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C Read

Activity Objective: Students will read and respond to inventor biographies and practice asking and answering Wh- and H- questions in a collaborative game.



1.

- Point out the pictures and call on students to read the names of the inventions.
- Point out the bio-cards. Ask students to find the invention as fast as possible and to circle it. Then find the name of the inventor.
- Say, Write the names of the inventors.
- Check answers with the class.

Key: The Internet: Tim Berners-Lee, scalpel: Al-Zahrawi; wheelchair lift: Ralph Braun

2.

- Say, Now use the information on the cards to answer the questions.
- Give students time to complete the questions individually.
- Have them compare answers in pairs.
- Check the answers with the class.

Key: 1. Al-Zahrawi 2. The Internet 3. 1000 CE 4. wheelchair lift, World Wide Web

3.

- Pair students. Elicit question words. Ask, What are the Wh- and H- question words? (Who, What, When, Where, Why, How). Write them on the board.
- Say, Use the inventors' bio-cards to write 3 questions about the inventors.
- Use one of the examples from Exercise 2 to model.
- Have pairs work together. Monitor while they write their questions.

4.

- Put students in small groups. Say, Take turns asking your questions. The group has 20 seconds to answer. Keep track of your points!
- Monitor while students play the game.

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Lesson 5 Global Citizenship & Fun Review

Objectives

Students will...

- use new strategies to stop procrastinating.
- use language from the unit to complete a review activity.

Warm up

Activity Objective: Students will activate background knowledge about the topic of procrastination through listening to a personal anecdote.

- Write procrastination on the board and say: This means delaying something you need to do. Give a quick, funny example: I had homework yesterday... but I cleaned my room instead! Ask: What do you sometimes do instead of work? Elicit a few quick answers and write them on the board.

A Preview

Activity Objective: Students will learn the meaning and pronunciation of **procrastinate**, and practice listening for key information to complete a graphic organizer about a technique to avoid procrastination.

Discuss the vocabulary word and questions with your teacher and class.

procrastinate *verb*
/proh-KRAS-tuh-nayt /
waiting to do something important because you don't feel like doing it now.

"**I procrastinated** so I had to stay awake all night to write my report."

⏳ Do you ever procrastinate when you have chores, homework, or other jobs to do?

🧹 What kinds of tasks and chores do you put off until later?

- Point out the dictionary excerpt for **procrastinate**. Say, How do you say this word? Reference the pronunciation guide below the word and have students try saying it aloud. Then have students repeat after you a few times.
- Ask, What does procrastinate mean? Call on a student to read the definition aloud. Then call on another student to read the example sentence. Ask students who have had this experience to raise their hands (and you can raise your own hand if you've had the experience).

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- Point out the discussion questions and read them aloud.
- Pair students to discuss the questions. Walk around and monitor.
- Elicit responses from several students.

B Listen

- Lead a brief class discussion about why procrastinating is a bad habit. Ask questions like, What happens when we procrastinate with our homework or studying? How about with our chores at home? (We don't get things done. We aren't responsible. Other people feel frustrated.), etc.

1. Listen to the lecture about a technique to help you stop procrastinating. While you listen, write the missing information.

Stop procrastinating with the Get Ready–Do–Done Method!

1 Title it!	2 Get Ready!	3 Do!	4 Done!
Write "Get Ready–Do–Done" at the top of a piece of paper.	Get what you need before you start. ✓ broom ✓ dusting cloth ✓ trash (a)	Write the (b) _____ to finish the job. ✓ put away clothes ✓ pick up trash ✓ (c) _____ the floor ✓ dust the furniture	Write your reward for after you (d) _____. ✓ relax ✓ go to the (e) _____ ✓ class



You will start faster, stay focused, and feel (f) _____ when you're done!

- Say, We are going to listen to a lecture about how to stop procrastinating.
- On the board write "The _____, _____, _____ Method". Point out the graphic organizer. Have students scan the title and tell you the missing words on the board. (Get ready, Do, Done)
- Give students time to skim the text silently before they listen.
- Say, I'm going to play the audio. Listen and write the missing information.
- Play the audio once and have students compare answers in pairs. If needed, play it again.
- Confirm answers with the class.

Key: a. bag, b. steps, c. sweep, d. finish, e, party, f. good

Teaching Tip
Whenever possible, encourage students to connect the ideas and content in the Student Book to their own lives. Personalize the lesson by asking questions that invite them to share their experiences and opinions. For example: "Do you think the Get-ready, Do, Done method is useful?" or "What chores or tasks would you try this method for?"
This keeps the activity student-centered and meaningful, while also supporting **learner training** by helping students practice reflecting on how they learn and how classroom strategies can be applied to their real-world routines.

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C Plan

Activity Objective: Students will apply the **Get-Ready, Do, Done** method to create and present a plan for completing a task.

You have a math test tomorrow, but your friends keep messaging you while you study.



Your sports team application is due, but your friends invited you to the mountains.



Your science project is due tomorrow, but you're trying to reach the next level in a video game.



1.

- Say, You are going to make a Get-Ready, Do, Done plan.
- Read each situation aloud. Then ask questions to support comprehension. For example, What do you have to do? (study for a math test). Why are you procrastinating? (My friends are messaging me. / I am looking at my phone.), etc. Write frames on the board:

  A. Why are you procrastinating?

  B. Because...

  A. What will you do?

  B. I will...
- Pair students. Clarify that they should choose only one situation. Remind them to reference the four steps in Activity B.
- Walk around and monitor. Remind pairs that they should be ready to share their plan.

2.

- Say, You are going to share your plan with the class. Point out the evaluation checklist. Say, First check that your plan is complete.
- Give pairs time to practice presenting their plans. Ensure that both partners have a role.
- Ask pairs to volunteer to present. (See Variations for how to give more students a chance to present their ideas).

Variation

- Have pairs post their plans on the walls around the classroom and have the class do a "Gallery Walk" (stand, walk around, and read one another's plans). Then bring the class back together and discuss ideas students saw, plans they thought were especially good, etc.
- For large classes, it is not possible to have each pair present in the allotted time. To give all students more talk time and to manage the overall class time, have each pair join another pair and present in small groups.
- The success of this activity relies on efficient **modeling**. Before starting, demonstrate exactly how to share a plan clearly and listen actively, using one strong example for the class to follow.

- Have the class vote on the plan they like the best.

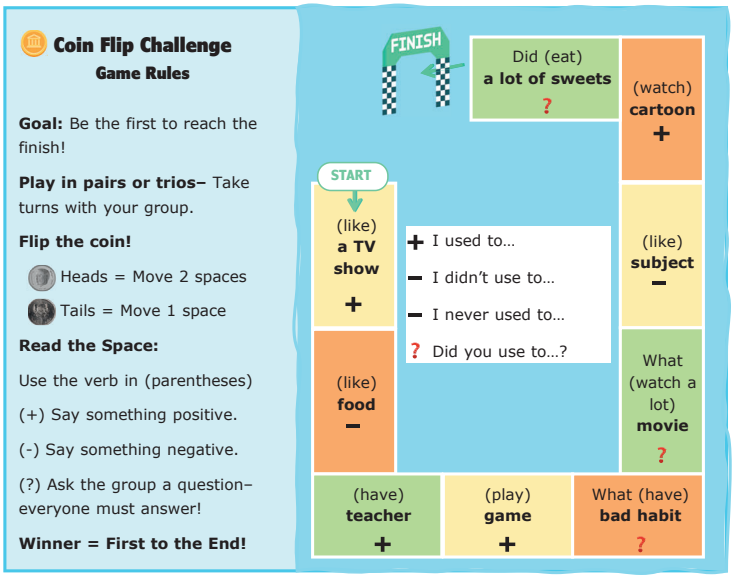
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D Fun Review

Activity Objective: Students will review and reinforce language from the unit through playing a communicative game.

- Ensure that you have enough coins and game counters for students to play the game in pairs or groups of three.
- Review the directions and point out the example of positive / negative sentences in the center of the game board.
- Call on two students to come to the front of the class and model how to play the game.
- Divide the class into pairs or groups of 3 and distribute coins and counters to each pair/group.
- Monitor while students play.

Play the game: Coin Flip Challenge!



Teaching Tips

Creative board game solutions!

In low-resource settings, students can make their own counters from everyday materials. For example, they can:

- Tear small pieces of paper and draw a quick symbol or write their initials on them.
- Use bottle caps, small stones, or dried beans.
- Fold scraps of cardboard or thick paper into small squares.
- Use different-colored buttons or beads.

Encourage groups to be creative—this not only solves the materials challenge but also makes the activity more personal and engaging.

Expansion Idea

After the game, invite students to share what they learned about their classmates' procrastination habits. Use prompts like *"I learned that my partner procrastinates when ..."* or *"What strategies did your classmates suggest?"* A quick class chart of "common reasons we procrastinate" can help trigger ideas. This follow-up not only builds community and communication skills but also develops learner training by encouraging students to reflect on their own habits and consider strategies they can apply in real life.

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Lesson 6 First, we had the phonograph.

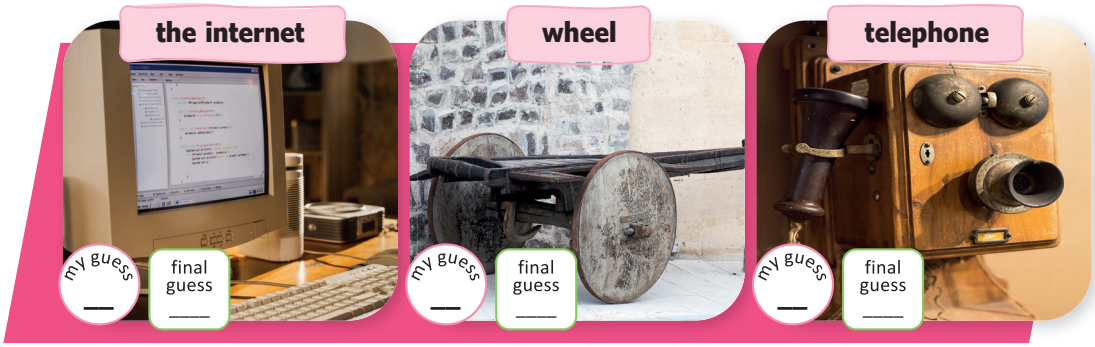
Objectives

Students will...

- read and listen for specific information about inventions.
- use sequence words to organize ideas.

A Speak and Sequence

Activity Objective: Students will practice sequencing inventions using ordinal numbers.



1.

- Point out the pictures of the inventions. Write the following on the board to help clarify the sequencing activity: oldest 1 – 2 – 3 – 4 – 5 – 6 newest
- Ask, Which invention do you think is the oldest? Elicit responses from several students and highlight that it is okay to guess if they do not know. Model writing the number 1 in the "my guess" circle.
- Give students time to complete the task individually. Monitor while they work.

2.

- Pair students. Point out the sequence words in the box. Read them aloud and have students repeat.
- Point out the model language in the speech bubble.
- Say, Compare your answers and decide your final guess. Provide sentence stems on the board to support the use of English, for example. I agree. / I had a different answer. / I think we had ___ first. / I think ___ came before ... / Let's change our guess.
- Monitor the pairwork.

3.

- Say, Now listen and write the correct order. On the board, review the written abbreviations for the ordinal numbers (first = 1st, second = 2nd, third = 3rd, fourth = 4th, fifth = 5th, sixth = 6th).

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- Play the audio. While listening to the information about the wheel, gesture to the examples in the chart to show that students should write the order in the first row of the chart, and the year in the second row of the chart. Pause to check that students know what to do.
- Say, Now listen and complete the chart.

Variation Idea
For classes that need more support, "chunk" the listening into two shorter parts. On the first play, focus only on having students write the dates they hear. On the second play, guide them to write the correct order (1st, 2nd, and so on). This step-by-step approach reduces cognitive load, gives students a clear purpose each time they listen, and helps them build confidence. You can also pause briefly after each date to check understanding or let students compare answers with a partner before moving on.

4.

- Say, Now listen again and check your answers.
- Replay the audio.
- Copy the chart onto the board. Ask questions to elicit the answers, Which came first / second/ third? etc. Write the correct answers in the chart.
- Ask: "Which pair got the most correct answers?" and briefly recognize their effort.
- Invite one student from each group to report which pair had the most correct answers, encouraging peer recognition and building classroom community.

Key:

	the internet	telephone	printing press	wheel	paper	electric car
Correct order	6th	5th	3rd	1st	2nd	4th
Correct date	1991	1876	1440	3500 BCE	100	1832

B Read

Activity Objective: This activity aims to train students to use **text features** (title, sub-headings, images) to make predictions, builds **reading-for-detail skills**, and helps them connect the history of technology to their own experience with smartphones. By filling in the timelines, students practice **organizing information chronologically**, which supports both comprehension and critical thinking.

1. Before reading the article, look at the title, sub-headings, and images. Talk with a partner: What do you think the article is about?

2. Now read the article. Complete the telephone and the camera timelines.

www.snapchatofhistory.com/story-of-the-smartphone

The Story of the Smartphone: From Many Devices to One

In 2000, the smartphone was invented. It can do many things. The smartphone is a telephone, television, camera, video recorder, music player, library, computer, and it has the internet. We used to have many different devices, but with a smartphone, we only need one. Putting all those tools into one small phone took many years and many inventions.



How did we get here?

To understand the smartphone, we need to look at how three important tools changed over time: the phone, the camera, and the music player. Each one had a long history before becoming part of the smartphone.

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1.

- Read the directions aloud to students. Have students point to the title, subtitle, and images.
- Pair students. Say, What do you think this article is about? Provide sentence stems on the board for support: I think it's about... / How about you?
- Elicit ideas from several students. Ask them to tell you which text clues they used (image, title, etc.)

2.

- To support main idea comprehension, write a few pre-reading questions On the board, for example, What did people used to have before smartphones? How did the smartphone improve people's lives? What three devices does the article talk about? Have pairs skim the text silently. Then elicit the answers.
- Point out the timelines below the article for the telephone. Ask, What is the first date? (1837) Have students scan the text to find the year. Ask, What was invented in 1837? (the telegraph)
- Ask, What is the next date in the timeline? (1876). Find 1876 in the timeline. Write the invention below the picture.
- Monitor while students work individually and provide help as needed.
- Repeat the same process for the camera timeline.
- Have students compare answers in pairs. Then go over the answers with the class.

Key: Telephone: Top row - 1927; Bottom row - telephone, mobile phone
Camera: Top row - 1000, 1839, 1947; Bottom row – camera

Differentiation Tip

More support: Ask students to circle the key words and years from the timeline in the text before reading. This will help them get familiar with the text and scaffold their ability to complete the missing parts.

More challenge: After completing the timelines, have students work in pairs to write two additional sentences about each invention using used to and present simple (e.g., "People used to send telegrams. Now they send text messages.").

Teaching Tip

Completing while-reading tasks individually helps students build strong reading skills!

To truly improve the skill of reading, students need quiet time to read and process the text on their own. Working individually can also help students focus, stay on task, and develop self-discipline and responsibility, which are key aspects of learner training. During this stage, students practice vocabulary recognition and comprehension—essential skills for becoming fluent readers.

After completing the task independently, students can compare and discuss their answers in pairs. This learning-centered approach ensures accountability (everyone reads first), while still giving space for peer learning and clarification afterward.

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C Speak and Write

Activity Objective: Students will use timelines and sequence words to write a paragraph describing the development of inventions.



1.

- Point out the timeline for the music player and give students time to read the information silently.
- Call on two students to read the model conversation aloud. Highlight the use of the sequence words. Elicit other sequence words and write them on the board for support (second, third, next, after that, finally, etc.).
- Pair students to discuss the timeline. Monitor and support the discussions.
- Call on several pairs to tell you different parts of the timeline.

2.

- Say, Now you are going to use the timeline to finish writing the last part of the article.
- Have students look back at the telephone section. Say, Notice how the writer uses sequence words to introduce each step. Have them circle the sequence words. Then do the same with the camera section.
- Give students time to complete the writing task. Monitor and support as needed.

3.

- Point out the evaluation checklist and have students complete it and make any edits or corrections.
- Invite volunteers to read their paragraphs aloud.

Teaching Tip

When students complete a writing task, adding in a peer review step can help students learn Adding a peer review step after writing helps students learn from each other's work and develop critical reading skills. By reviewing a classmate's paragraph, students become more aware of what makes writing clear and accurate. Pairing stronger writers with those who need more support encourages collaboration and models good writing practices. Using the evaluation checklist keeps the feedback focused, constructive, and manageable for all students.

Extension Idea

Invite students to choose another invention they know about and create a short, three-step timeline for it (real or imagined). They can then present it to a partner using sequence words, or swap timelines and have their partner guess the invention.

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Lesson 7 Would you use this invention?

Objectives

Students will...

- listen to identify people's opinions about inventions.
- ask for and give their opinions about inventions using "would" and other opinion expressions.

A Speak and Listen

Activity Objective: Students will activate prior knowledge about inventions by sharing their opinions about **creative and unusual** examples, then listen to a conversation to identify and practice the target vocabulary and encounter the target language structure (would/wouldn't for giving opinions) in context.

1. Look at the inventions? Which ones do you think are good ideas?



A. food face protector | B. grass shoes | C. selfie toaster

1.

- Point out the pictures and read the names of the inventions. Say, Have you ever seen these inventions? These are silly and unusual inventions. Do you think they are good ideas? Provide a sentence stem on the board (I think/don't think ___ is a good idea.) and elicit responses from several students.
- To preview the grammar, model expressing your own opinion about a few of the inventions, using would/wouldn't, for example, I like walking in the grass. I would wear grass shoes. / I wouldn't use shoe umbrellas. They look uncomfortable.

Variation

Large-class solution to engage more students!

Instead of asking for individual volunteers, have students stand on one side of the room if they think an invention is a good idea and on the other side if they don't. Or if there is no space for students to move to either side of the classroom, have students stand up if they think one of the inventions is a good idea, and to remain seated if it is not.

Call on a few students from each side of the room (or from among those standing and sitting) to give their opinion using would/wouldn't (e.g., I would wear grass shoes because they look fun.). This gets all students physically engaged, encourages listening to different opinions, and keeps the pace lively in bigger groups.

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2.

- Say, You are going to listen to a conversation about two of these inventions. Number the invention they are talking about. Write the numbers one to two in the boxes.
- Play the audio and have students complete the task. Then have them compare answers in pairs.

3.

- Point out the partial conversations Give students time to read through and think about the missing information. Say, Now listen and fill in the blanks.
- Play the audio. Walk around and check that students are writing the missing words. If needed, pause a few times to let students catch up with their writing.

4.

- Pair students to compare answers.
- Go over the answers with the class. Then have pairs read the conversations.
- Invite a few pairs to perform the conversations for the class.

Key: Conversation 1: clever, useful, try; Conversation 2: weird, uncomfortable, would

B Real-world Communication: Asking for and Giving Opinions

Activity Objective: Students practice conversations using **would/would not/would never** to express their opinions about inventions.

Language Focus: Opinions in English

Ask for an opinion with "would"	Give your opinion with "would"	Other ways to give your opinion
Would you **wear** these?	✓ I **would** try it once.	• It **looks** uncomfortable.
✓ Yes, I would!	✘ I **would** not wear that.	• They **seem** useful for rainy days.
✘ No, I wouldn't.	✘ I **would** never buy that.	• **I think** it's fun!
✘ No way!		• **That's so** strange.

1.

- Point out the Language Focus box. Pair students to take turns reading the headings and examples aloud.

Teaching Tip
When possible, guide students to notice the use of the new grammar point in context. Preview the grammar by having students look at the conversations in Activity A3. Ask, How do the people give their opinions? Guide students to notice the usage of **would / would never** for expression opinions.

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2.

- Read the words in the box aloud and have students repeat.

Give students time to read through the partial conversation and think about the missing information.

- Clarify that *would* is used twice in the conversation. Pair students to complete the task. Monitor while they work.
- Go over the answers with the class. Then have pairs practice the conversations.

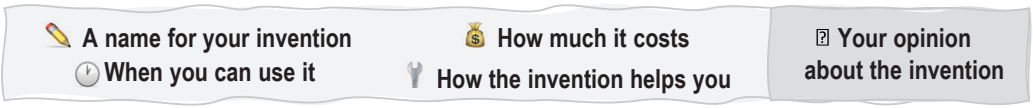
Key: would, great, looks, would, never

3.

- Point out the pictures and call on students to read the names of the inventions aloud.
- Call on two students to read the model conversation in the speech bubbles.
- Give students silent time to choose one invention and think about how to express their opinion. Provide sentence stems on the board: I would... / would not .../ would never... / It seems... / It looks ... Encourage them to make notes if they need to.
- Pair students to complete the task. Monitor the discussions.
- Elicit opinions from several students. Encourage listening skills by asking them to share their partner's opinion.

C Write and Speak

Activity Objective: Using vocabulary and grammar from the lesson (would/wouldn't for giving opinions), students will collaborate and use creativity to design an unusual invention, write a simple advertisement for it, and present their creation to the class. This task develops creativity, strengthens descriptive and sequencing skills, and provides communicative practice as students give and respond to opinions about their classmates' inventions.



1.

- Say, Now it's your turn to think of an invention. Use your imagination and be creative. Remind students that inventions usually help solve a problem, make things more convenient, or improve people's lives.

Expansion Ideas

- To spark creativity and help students get ideas, show a variety of photos and pictures of funny or interesting inventions from the internet.
- Review the teamwork and collaboration skills from Unit 3, Lesson 5 and remind students that 'Teamwork makes the dream work.'

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- Point out the directions and call on a student to read them aloud. Ask, What are the three things you need to • decide? (a name for the invention, the cost, their opinion).
- Pair students to brainstorm ideas for their inventions. Encourage them to take notes and sketch different ideas. Monitor the pairwork and provide help as needed.

2.

- Say, You are going to create an advertisement for your invention. Encourage students to use words and phrases to describe their invention that will make people want to buy it (useful, helpful, improve your life, etc.).
- Give pairs time to work. Monitor and support the collaboration.
- Say, Be ready to present your advertisement to your classmates. Remind pairs that each partner should have a role in the presentation.

3.

- Allow pairs to practice their presentations. Encourage them to convey enthusiasm and excitement by being dramatic in their voice and actions.
- Call on pairs to present their advertisements. To the rest of the class, Say, As you listen to the advertisement, think about your opinion. Would you use this invention? Why or why not?
- **Celebrate success** by praising students' creativity and performance. Highlight strong ideas, clear use of sequencing words, or enthusiastic delivery to build confidence and motivation. Say, for example: *"That was very creative!"*, *"Great use of sequencing words!"*, or *"I like how you presented with enthusiasm!"*

Variation
For large classes, have each pair join one or two other pairs and present in small groups.

- Following the presentation, ask for volunteers to share their opinions, using the support language in the speech bubbles.

Expansion Idea
Have the class vote on their favorite invention.

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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.

Take the Unit 4 Progress Test!

Activity objective: Students demonstrate mastery of listening, vocabulary, grammar, reading, and writing skills from the unit.

The end-of-unit test measures students' overall progress. The test features five sections:

- Listening
- Vocabulary & Useful Expressions
- Grammar
- Reading
- Writing

Always begin with the listening test first

Note: From the time you start the audio, this listening test is approximately 5 minutes. It includes one minute for students to read the questions before listening. Students will listen to the audio two times.

- Tell students they will take a short test to track their learning progress.
- Tell students the test begins with a listening section.
- Ask students to point to the listening section
- Read the instructions aloud to the students.
- Say, Now I will play the audio. It includes time for you to read the questions. You will hear it two times.

You will listen to a student, Nassim, give a presentation about a popular invention. You will hear the recording twice.

1. Why does Nassim say he is going to talk about skateboarding?

- ☐ Because he is a skateboarder
- ☐ Because many teens love it
- ☐ Because history is really fun

2. Before the skateboard, what did surfers do when the sea was calm?

- ☐ They waited for big waves
- ☐ They made things from wood
- ☐ They invented the skateboard

3. What did the surfers first call skateboarding?

- ☐ Board surfing
- ☐ Wheel surfing
- ☐ Land surfing

4. By what year could you find a skateboard

- ☐ 1970
- ☐ 1980
- ☐ 2021

How does Nassim feel about the skateboard?

- ☐ He thinks it's too dangerous to use.
- ☐ He thinks it's a positive invention.
- ☐ He thinks it's a good indoor sport.



Listening Score
___ / 5 points

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The remainder of the test

- Tell students that they will now complete the rest of the test. Tell students what time it is now. Write it on the board. Tell the students when the test will finish (30 minutes). Write the time on the board.
- Monitor during the test.
- After the test, ask students to exchange books. Check the answers by calling on students (or balance with also asking for volunteers).
- Ask students to tell you their scores so that you can also track the students' progress.

Unit 4, Lesson 8 Test Key:

A. Listening

1. Because many teens love it
2. They waited for big waves.
3. Land surfing
4. 1970
5. He thinks it's a positive invention.

B. Vocabulary & Useful Expressions:

1) useful
2) looks
3) Would
4) like
5) windmill
6) electricity
7) invention
8) solve

C. Grammar:

1) used to write
2) send
3) used to watch
4) used to call
5) uses
6) ride
7) walk

D. Reading:

a) (the) potato chip(s)
b) 1853
c) chef
d) They were too thick.
e) annoyed
f) It was an accident.

Writing:

Use rubric.

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Using the Unit 4 Rubric to Assess Writing in the Test

You can use the Unit 4 Writing Test Scoring Rubric (below) to assess students' writing. The scoring reflects the key objectives of the unit and the overall writing goals for the year (achieving a mid-A2 level). The writing process (planning and preparation), task completion, and content/ideas/organization carry the most weight, as these areas directly measure the skills students have been practicing in the unit:

- **Planning and preparation** (1 point) rewards students for using the pre-writing chart to organize their ideas before they write.
- **Task completion** (3 points) checks whether students included all the required information about their chosen invention: its name, what people used to do before it, how it helped, and what people do now.
- **Content, ideas, and organization** (3 points) focuses on writing a clear, logical paragraph with connected ideas and relevant details.

Grammar and vocabulary (2 points) are assessed for accurate use of **used to** and unit-specific language about inventions. Mechanics (capitalization and end punctuation) are included but carry less weight so that the main focus remains on fluency, accuracy, and organization of ideas.

This balance allows teachers to value both the process and the product—recognizing students' preparation work while emphasizing the quality, clarity, and completeness (within the A2 level) of their final paragraph.

Key:

A. Listening 1. Because many teens love it, 2. They waited for big waves. 3. Land surfing, 4. 1970, 5. He thinks it's a positive invention.

B. Vocabulary & Useful Expressions: 1) useful, 2) looks, 3) Would, 4) like, 5) windmill, 6) electricity, 7) invention, 8) solve.

C. Grammar: 1) used to write, 2) send 3) used to watch 4) used to call, 5) uses, 6) ride, 7) walk .

D. Reading: a) (the) potato chip(s), b) 1853, c) chef, d) They were too thick. e) annoyed, f) It was an accident.

Writing: Use rubric.

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Unit 4 Writing Test – Scoring Rubric (10 points)

Student Name: _____ **Score:** _____ / 10

Criteria	Highest Score	Mid Score	Lowest Scores
Planning & Preparation (1 pt)	**1 pt** – Chart complete with relevant notes	—	**0 pts** – Chart incomplete, missing, or irrelevant
Task Completion (3 pts)	**3 pts** – Fully completes task (all elements: invention name, past habits, how it helped, what people do now)	**2 pts** – Most of task complete (1 element missing or unclear)	**1 pt** – Only part of task complete (2+ elements missing) **0 pts** – No attempt or unrelated
Content, Ideas & Organization (3 pts)	**3 pts** – Clear, relevant, logical order; uses linking, sequencing, and/or time-related words/phrases to organize; gives supporting details	**2 pts** – Mostly clear/relevant; some sequencing/ organization; few details	**1 pt** – Ideas unclear; no logical order / **0 pts** – No relevant content or order
Grammar & Vocabulary (2 pts)	**2 pts** – Mostly correct forms; uses some unit vocabulary; errors do not block meaning	**1 pt** – Some correct forms; limited vocabulary; errors sometimes block meaning	**0 pts** – Frequent errors; little/no unit vocabulary; meaning unclear
Mechanics (1 pt)	**1 pt** – Correct capitalization & end punctuation in most sentences	—	**0 pts** – Little/no capitalization or punctuation; hard to read

Choose and Complete One Unit Task!

Activity objective: Students apply language and skills from the unit in a culminating project, choosing a creative format to present their learning.

- Review each option and steps. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Allow students to work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.

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Option 1 — Important Inventions Podcast

Work individually or in pairs. Make a 2-3 minute podcast about an invention.

1

Choose an invention!



Research it to find out who invented it and when, how it works, and why it's important today.

2

Write and record a podcast (audio or video) or perform it in class.



Explain why this invention matters and what makes it useful.

3

Challenge!

🎯 Use **used to** when talking about the past and **would** with your opinion. Include years & numbers!

🎯 Add music or images! Use a phone/ laptop to record your podcast.



4



Play or present your podcast to your classmates.

Teaching Tip

As with other units, before students begin, model a strong example of each Unit Task option using the target vocabulary and grammar from the unit. In the first year you use the book, you can create your own examples. In future years, you can show examples of student work from years before!

Stop & Check your Progress in Unit 4! (Self-assessment)

Activity objective: Students reflect on their learning progress, identifying strengths and areas for improvement.

✅ **I can use vocabulary for everyday inventions and describe how they are used.**

- We use an umbrella to stay dry in the rain.
- I use my tablet to watch movies and send texts.

☐ **I'm great at this!** ☐ **I want more practice!**

🗣️ **I can use "used to" to compare past and present.**

- People **used to** write letters. Now they text or email.
- Cars **didn't use to** run on electricity. They only ran on gas.

☐ **I'm great at this!** ☐ **I want more practice!**

- 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? Check how you feel.
- Give students time to do the self-assessment. Answer any questions they may have about the language.

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Unit 4 They changed the world!

Audio Scripts

Unit 4 Audio Scripts

Spotlight

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

Interviewer: Today, I'm interviewing people about things they can't live without. Let's listen and find out what they say! Hello, what's your name?

Souad: I'm Souad.

Interviewer: Hello Souad! What is the one thing you can't live without?

Souad: Well, I'm a I am a nurse and a mother of 3 children. We live in the countryside so I couldn't live without my car! I drive the kids to school every day and then I drive to work.

Interviewer: I can see how the car is very helpful.

Souad: Yes, it is!

Interview: Hello, what's your name?

Mohamed: I'm Mohamed.

Interviewer: Mohamed, what is something you can't live without?

Mohamed: Well, I'm a cook in my family's restaurant. I can't live without our stove. We make many dishes every day, like couscous and Tagine!

Interviewer: I understand! That makes sense.

Interviewer: Hello. Excuse me. What's your name?

Salima: I'm Salima.

Interviewer: Hi Salima, What is something you can't live without?

Salim: Oh, I can't live without my phone! I use it for everything - for work, to study languages, and to keep up with my family all day through texts.

Interviewer: I understand. I use my phone a lot too. Thank you.

Lesson 1

A Use Vocabulary: Everyday Inventions

1. Listen and point to the inventions.

Wi-Fi

toothbrush

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wheel
scissors
calculator
money
stove
ear pods
nail clippers
smartwatch
electric scooter
Now listen again and repeat.

(Words will be said in the same order as the pictures. Students will hear one time, followed by a pause to allow time to repeat)

Lesson 2

B Use Grammar in Context: Used to (Optional Audio Support)

Narrator: Listen to the sentences.

a) Before the invention of the light bulb, people used to light candles.
b) Peuple used to dry their meat in the sun, but now they use a refrigerator.
c) People used to listen to the radio for the news, but now they use social media our watch TV.
d) Before the invention of GPS, people used to look at a map.
e) Before the invention of the airplane, people didn't use to travel far away.
f) Before calculators, people used to solve math problems with a pen and pencil.

Lesson 3

B Read and Listen to the Story

See the story in the book.

Lesson 4

A Listen and Pronounce

1. Listen and read along.

Language Focus: Numbers in English
Saying numbers
Numbers with -teen and -ty have different syllable stress.
Fourteen – forty
Fifteen – fifty
Sixteen – sixty
Saying years
Most* years are easier to say if you divide the number into parts.
1980: nineteen eighty

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1918: nineteen eighteen
1900: nineteen hundred
2024: twenty twenty-four
2005: two thousand five

Narrator: Now listen and repeat the years.

nineteen eighty
nineteen eighteen
nineteen hundred
twenty twenty-four
two thousand five

A 2. Listen and write the years

Narrator: Listen and write the years.

1. 1985 (nineteen eighty-five)
2. 1873 (eighteen seventy-three)
3. 1600 (sixteen hundred)
4. 2002 (two-thousand two)
5. 1913 (nineteen thirteen)
6. 1350 (thirteen fifty)
7. 2015 (twenty fifteen)
8. 1730 (seventeen thirty)

B Listen

3. Number the inventions and write the fields of study they improved.

1

Inventor Alexander Fleming changed **health** worldwide when he invented Penicillin. Penicillin is a **medicine** that helps sick people. Before penicillin, many people used to **die** from diseases.

2

The wheel changed **transportation**. People invented it in around **3500 BCE**. Before wheels, people used to move things with animals or on their **backs**. Today, because of the wheel, we can drive cars, ride **bicycles**, and use many machines that make life easier.

3

Fatima Al-Fihria transformed **education** when she invented the idea of **university**. She opened the University of Al-Qarawiyyin in Fez, Morocco, in **859** CE. Before having a place to learn together, people used to study in mosques or in their homes. Now in universities, people share knowledge across many different fields of study.

Lesson 5

B Listen

Listen to the lecture about a technique to help you stop procrastinating. While you listen, write the missing information.

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Lecturer:

Do you sometimes wait too long to do your homework?

Do you rush at the last minute or forget something important?

This is called procrastination — and many students do it!

But don't worry — there's a simple way to stop procrastinating.

It's called the Get Ready – Do – Done Method. Let's see how it works!

Step 1: Write the title

Take a piece of paper. At the top, write: Get Ready – Do – Done

Step 2: Get Ready

Under "Get Ready," write what you need before you can start.

For example:

If the task is to clean your room, you might write:

Broom - Dusting cloth - Trash bag

Step 3: Do

Now, under "Do," write the steps to finish the job. You may write:

Put away clothes - Pick up trash - Sweep the floor - Dust the furniture

Step 4: Done

Under "Done," write what happens after you finish. What's the reward?

For example:

I can relax in my clean room - I can go to the class party!

Try Get Ready - Do – Done to stop procrastinating. You will start faster, stay focused, and feel good when you're done. Try it next time — for homework, cleaning, or any small task. Good luck!

Lesson 6

A Speak and Sequence

3. Listen to the order and year of inventions. Write 1st to 6th in the "correct order" row. Write the year of the invention in the "correct date" row.

First, we invented the wheel around 3,500 BCE.

Second, paper came around 100 CE.

Third, we started printing in the year 1440.

Fourth, we go the first electric car 1832.

Fifth, we got the telephone 1876.

And sixth, we got the internet in Internet 1991.

Lesson 7

A Speak and Listen

2. Listen to the conversations. Number the inventions the teens are talking about. Write the number (1 to 2) in the boxes above.

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1

Omar: Look! This is **clever** - an invention to keep your feet dry. Would you buy these?

Rihanna: Haha, no way! They look ridiculous!

Omar: I don't know. They might be **useful** on rainy days.

Rihanna: True, I suppose I would **try** them for fun. But I would never wear them to school!

2

Sabrina: Have you seen this? Who thinks of these **weird** things?

Ines: That is crazy. I would never wear that. It covers your whole face - it looks **uncomfortable**.

Sabrina: I think it's clever, but I **would** never wear it either. Well, maybe in a spaghetti-eating contest!

Lesson 8

A Listening

Narrator: You will listen to a student, Nassim, give a presentation about a popular invention. You will hear the recording twice. You now have 30 seconds to read the questions. (30 second pause). Now listen.

Nassim: Hello, everyone. My name is Massin. Today I'm going to tell you about the history of a fun invention that many teenagers really love – the skateboard and skateboarding!

The first skateboard was invented in the United States around 1950. Here's the story. Many people loved surfing in the sea. However, when the sea was calm, the surfers used to wait a long time for big waves. They wanted a way to practice surfing on land when they were waiting. So, they took wooden boards and added wheels.

"Land surfing" - or skateboarding - was a lot of fun. Surfers began to use stronger boards and stronger wheels. Soon, many people began to try skateboarding. By around1970, you could buy a skateboard in shops all around the world. Then, by 1980 people began to build skate parks in cities and villages.

Today, skateboarding is popular. It was even part of the Tokyo Summer Olympics in 2021!

I think the skateboard is an amazing invention because it's creative and active. It helps people enjoy the outdoors and learn new skills. Of course, it can be dangerous, but with a helmet and practice, it's also exciting and fun.

(2 second pause)

Narrator: Now listen again and check your answers. (audio repeats)

Narrator: That is the end of the listening part of the test. Now move to Part B of the test.

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Unit 5 The future is ours!

Theme

This unit is about future plans, goals and dreams.

Unit Overview

This unit is about the plans, goals and dreams students have for their future. Students will read a report and and interpret a graph to explore what students want to achieve in the future. They will also create and present a pie chart about goals and identify and suggest study areas for others. They will use the first conditional to give advice. In addition, they will discuss future plans using time expressions and express certainty using modals. In Lesson 3 (DEAR), students will read a story about a girl who was the first child to go to school in her family and in Lesson 5 (Global Citizenship) they will read and talk about tips for exam success. The unit task options include making a slide show or card set about future plans, creating a survey about friends' future plans, and making a poster with a solution to a real-world problem.

Overall Unit Learning Outcomes

By the end of this unit, students will be able to talk and write with greater confidence about future plans, goals, and dreams, and share their ideas in ways that connect to real-life situations. They will interpret and present information from sources such as reports, graphs, and pie charts, and explain it clearly. Students will use a wider range of language to give advice, make suggestions, and express certainty. They will also be able to produce an organized paragraph about their future plans and deliver a short talk offering advice about the future.

Learning Objectives

Students will ...

- Read a report and graph for details
- Create and explain a pie chart about goals
- Identify and suggest study areas for others
- Talk about how important future goals are
- Listen for gist and details about plans and goals
- Give advice using the first conditional
- Discuss future plans using time expressions
- Express certainty using modals
- Read for pleasure and react
- Use strategies to prepare for and take exams

Lesson 1: What future goals are important to you?

Future goals and plans

- Future goals and plans (attend university, become a professional athlete, work abroad, own a business, travel the world, etc.)
- What teens want in the future (have a job they enjoy, have close friends, have a lot of money, get married, have children, become famous, etc.)

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Lesson 2: You ought to study hospitality!

Areas of study

- Areas of study: electronics, business, hospitality, carpentry, journalism, graphic design, electrical, construction, etc.
- Grammar: Giving suggestions (You should...; You ought to...; Why don't you...? How about verb-ing...?)

Lesson 3: Drop everything and read (DEAR)!

Read for pleasure and respond

- Read a story about a daughter who became the first to go to school in her village.
- Connect ideas from the story to real life.

Lesson 4: If you work hard, you'll go far!

Present actions/Future results

- Present actions: don't try, give up, keep learning, take command, etc.
- Future results: stay where you are, life will be grand, won't ever know, find a job and pay your bills, etc.
- Grammar: first conditional (If you work hard, you will go far. You will go far if you work hard!) to give advice and warnings.

Lesson 5: Global Citizenship & Fun Review

Read about and discuss exam tips

- Learn about tips to prepare for and take exams.
- Discuss the tips students already do and the ones they want to do.

Lesson 6: I'm starting a band on Friday!

Future arrangements

- Grammar: Time phrases (in three days, in the morning, in spring, on Wednesday, at noon, at 7:00 pm, etc.)
- Make arrangements to meet someone using present continuous and accurate time prepositions

Lesson 7: Dream big!

Future plans and dreams

- Grammar: Modals to express certainty (will definitely, definitely will not, might, might not, may, may not, etc.).
- Write an email future plans and dreams with support of a rubric.
- Write, and check/edit the email.

Lesson 8: Unit Test, Task, Self-Assessment

- Unit 5 Test
- Unit 5 Tasks-Choose one!
- Unit 5 Self-Assessment

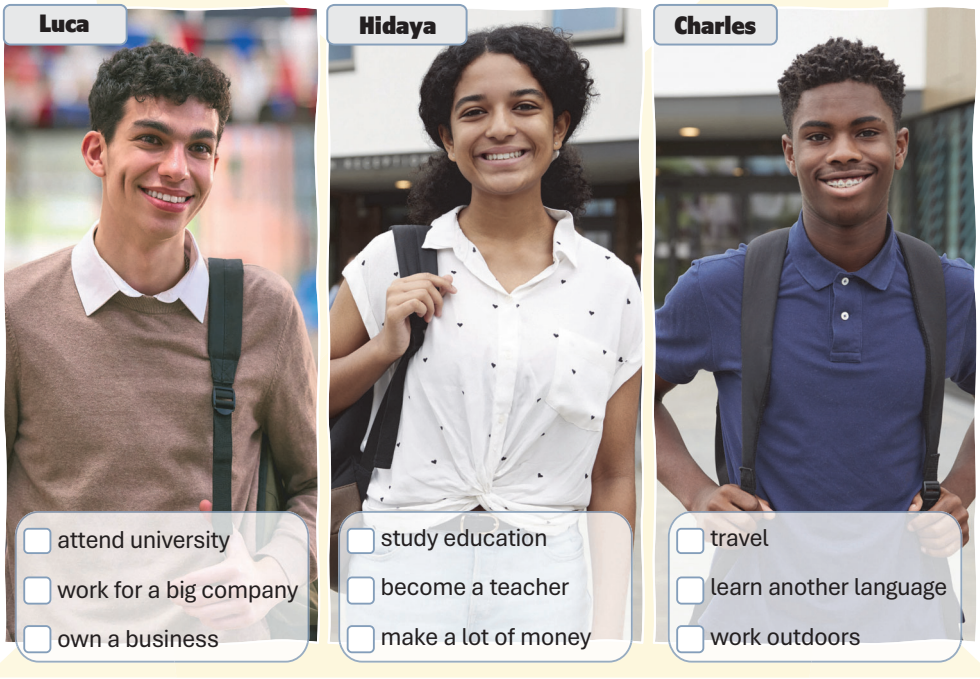
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Unit Spotlight

Activity objective: Students listen to teens talk about their futures and identify their goals, helping them engage with the unit theme of future plans and dreams.

Spotlight

1. Listen to the teens talk about what they want to do in the future. Tick their goals.



1.

- Point out the title of the Unit (The future is ours!) and say, This unit is about future plans and goals. What are some goals you have? Elicit ideas (job, university, travel, etc.) and write them on the board.
- Point to the activity title and pictures. Say, We will listen to Saif and Allegra talk about what they did last summer. Elicit quickly: What activities do people usually do in summer? Write 2–3 brief ideas on the board (e.g., camp, swim, travel, visit).
- **Point out the pictures again (teens).** Check students' understanding of the new vocabulary (education, work outdoors, earn money, help at home, etc.). Use mime and gestures to support comprehension if students are not familiar with these words. (This step is optional, depending on students' level.).
- Say, Now let's listen to these teens talk about what they want to do in the future. Listen and tick the goals you hear.
- Play the audio. Then, have students compare their answers with a partner.
- Play the audio again and have students check their answers again.

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- Say, Now it's your turn! What did you do last summer? Write a sentence frame on the board for support: *Last summer, I...*
- Invite a few students to quickly share what their partner did last summer.

2.

- Pair students. Write the following sentence frames on the board: Which goals do you share with these teens? / I want to _____, like _____ does.
- Model the activity by eliciting the class to ask you the question. Respond using the sentence frame on the board. For example: I want to travel like Charles does.
- Say, Ask your partner. Take turns asking and responding.
- Close by asking a few students about the goals they have for the future.

Key: 1) attend university, own a business, 2) study education, become a teacher, 3) travel, learn another language, work outdoors

Differentiation Tip

More support: Before listening, draw quick sketches (or put pictures) on the board to represent each goal. Have students match the written goals to the sketches so they can visualize the ideas before hearing them.

More challenge: After listening, ask students to write one additional goal they think the speaker might have based on context clues, even if it wasn't stated directly.

Variation

To engage a large or less-focused group try the "listen and stand" activity.

Assign each goal or picture to a small group. Play the audio and have each group stand and raise their hand when they hear a goal related to their assigned picture. Rotate roles for a second listen to keep all students engaged.

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Lesson 1

What future goals are important to you?

Objectives

Students will...

- read and discuss goals using reports and graphs.
- create a pie chart about classmates' future goals.

Warm up

Activity objective: Students get a hook into the unit by reviewing professions from Unit 1 of the English Spotlight 2 curriculum.

- Write jobs/professions on the board.
- Say, We studied jobs in Middle School Year Two English. What jobs do you remember? Let's do a quick write and see how many jobs we know.
- Put students into groups of three. Say, One of you will be the writer for your group. Brainstorm and write as many jobs you can think of in 2 minutes. Go!
- Monitor group work. Remind students by saying "Don't look at your books/ materials —just use your memory".
- After the allotted time, have the two groups with the most jobs write their lists on the board.
- Check the spelling of the lists. The group with the most correctly spelled list, wins.
- Review the jobs and say, In this lesson we will talk about our future goals.

Variation : Charade Game

Professions Review

Teachers can use mime and gesture to review meanings and engage students. First, model one or two professions yourself. Say, *"I'm going to act out a job. Watch me. Who can guess?"* Then, invite one or two volunteers to act out a profession for the class to guess (student involvement). Continue the activity with different volunteers taking turns, until all students have had a chance to participate and the activity is fully practiced.

1. Pretend to write on a board or point to an imaginary class (teacher)
2. Mimic using a stethoscope on someone's chest (doctor)
3. Mime taking someone's temperature or giving an injection (nurse)
4. Pretend to draw a technical plan or examine a blueprint (engineer)
5. Mime planting seeds or driving a tractor (farmer)
6. Pretend to hold a steering wheel and drive (driver)
7. Stretch arms out like airplane wings or pretend to wear a pilot's cap (pilot)
8. Mime stirring a pot or flipping food in a pan (cook/chef)

This game builds vocabulary, supports visual and kinesthetic learners, boosts confidence, strengthens speaking and listening, encourages teamwork, enhances memory, and creates a fun learning environment.

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Teaching Tip

Recycling Vocabulary for Lasting Learning

Students rarely learn a new word after seeing it just once. Recycling vocabulary through integrated activities in the Student Book and supplementary games is essential. With repeated exposure and practice, students strengthen recall and gradually move from recognition to active use. Recycling also provides an entry point into new topics, making lessons more engaging. When activating schema, students often recall familiar vocabulary, which builds confidence as they see that they already know something useful. Finally, recycling helps students connect previously learned words with new ideas, expanding their language resources and supporting more effective communication.

Teaching Tip

Promote Ownership & Responsibility

Assign rotating roles like group leader (help keep groupmates on task) or writer (writes the group ideas). These roles promote responsibility among learners and they reduce your classroom burden.

A Vocabulary: Future Goals and Plans

Activity objective: Students learn language related to goals and plans for the future and use it to talk about their personal goals and plans for the future.

1. In pairs, match the goals and plans to the pictures. Write the letter.

1. attend university
2. get married
3. become a professional athlete/artist/musician
4. work study/live abroad
5. own a business
6. work for an international/big/gaming company
7. have a career as a farmer/writer/teacher
8. do community service
9. move to the city/countryside
10. own a home/car
11. travel the world
12. make (a lot of) money



1.

- Point out the pictures and the word list. Say, These are different goals and plans for the future. Match the pictures to the phrases. Write the letter in the box. Let's do the first one together.

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- Say, Let's look at the picture for A. What is that related to? (travel) What number does that relate to? (11) So, we write A next #11. Travel the world.
- Say, Now do the rest and then compare with a partner.
- Monitor their work.

Key: 1) H, 2) I, 3) F, 4) J, 5) E, 6) D, 7) L, 8) B, 9) C, 10) K, 11) A, 12) G

- Say, I'm going to play the audio. Listen and check your answers.
- Gesture the meaning of *again* and say, I'm going to play it again. Listen and say the words. Then play the audio again.
- Close the activity by saying a goal and having the students point to the picture. Start slowly first, then increase your speed.

2.

- Say, What future goals and plans do you have? Circle the pictures you want to do in the future.
- Give students time to circle the pictures of the goals they want to do.
- Pair students. Point out and read the speech bubbles aloud.
- Say, Now tell your partner what you want to do.
- Monitor their pairwork.
- Close the activity by asking a few students what they want to do.

B Read

Activity objective: Students predict and then confirm what teenagers value for their future by reading a survey report, checking details in a graph, and reflecting on surprising results.

🤗 **What do you think teenagers want most in the future?** 😬 **What do they want least?**

1.

- Write the questions: What do teenagers want most in the future? What do they want least?
- Use gestures to explain the questions.
- Pair students. Say, Talk about these questions with your partner.

Close this part of the activity by asking, What do you think teenagers want most? What • do they want least? Write their ideas on the board.

2.

- Point out the Survey Report. Say, Here is a report. Let's read it together.
- Have various students read a few lines at a time aloud. Use gestures or examples to get the meaning across.
- Talk about the Real World English phrases (I care about it. It matters to me.)
- After reading the text, ask, What was most important? (having a job they enjoy) What was least important? (becoming famous)
- Ask, Were your predictions right? Elicit responses.

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3.

- Say, Now let's read the report again and fill in the missing details on the graph.
- After the allotted time, ask students about the percentages. For example, what percent of students want to have a job they enjoy? What do 69% of students want? (having close friends), etc.

Key: 86% of teens want to have a job they enjoy. 69% of teens say having close friends is very important to them. 58% of teens want to have a lot of money. 36% of teens want to get married. 30% of teens want to have children. 7% of teens care about being famous.

4.

- Point out the speech bubbles and read them aloud. Say, What surprised you?
- Pair students and say, Tell your partner. Use the sentence frame.
- Monitor their pairwork.
- Close the activity by asking a few students to share what surprised them.

Differentiation Tip

More support: Before reading, provide students with a simple list of the key ideas from the survey (without numbers). Ask them to match each idea to a picture or simple icon you draw on the board to build familiarity with the concepts before encountering the text.

More challenge: Ask students to create one or two new survey questions they would add to the report, then predict how teens might answer. They can share their predictions with a partner after reading.

Variation

To energize the prediction stage and boost engagement, turn it into a quick **"Four Corners" activity**. Assign each prediction option to a corner of the room and label them clearly with signs (e.g., **Most want money**, **Most want friends**, **Most want fame**, **Most want a good job**). Ask students to move to the corner that matches their opinion. In their groups, they briefly discuss why they chose that option. After a short exchange, students return to their seats to read the report and compare their predictions with the actual results.

This activity gets students moving, which boosts energy and focus. It also encourages them to share and justify their opinions, making predictions more meaningful.

C Speak

Activity objective: Students ask and answer questions about personal goals using target phrases and sentence frames, recording responses and reporting findings to practice spoken interaction and fluency.

1.

- Point out the chart and review the meaning of metrics with gestures (not at all, a little, important, very important). Point out the "Me" columns. Say, How important are these goals to you? Tick your answers in the *Me* column.
- Monitor their work.

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2.

- Say, Now you will ask your classmates about their answers.
- Point out the speech bubbles. Read them with the class.
- Say, Tick your classmates' answers in the chart.
- Write the sentence frame on the board: How important is _____ to you?

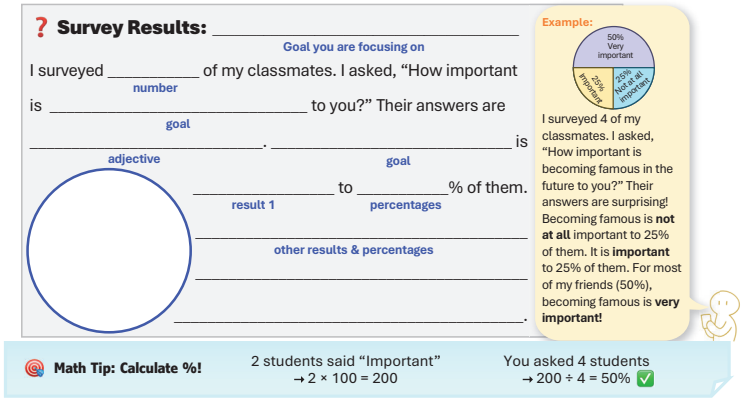


Future Goals	✕ Not at all		😐 A little		👍 Important		⭐ Very Important	
	Me	Others	Me	Others	Me	Others	Me	Others
Having a job you enjoy								
Having close friends								
Having a lot of money								
Getting married								
Having children								
Becoming famous								

- First pair students. Say, Talk with your partner. Ask each other three questions and tick their answers on your chart.
- Walk around and monitor their pairwork. After they finish with the first partner, say, Now find a new partner and do the same.
- Continue until students have talked to 4-5 students.
- Close the activity by asking the class to report on the responses they heard from their classmates. Ask questions such as: Did any of your classmates want to have a job they enjoy? Did any of your classmates want to have close friends? Did any of your classmates want to have a lot of money?, etc.

D Write

Activity objective: Students create a pie chart based on their survey results, write sentences to explain it, and share their work with classmates.



1.

- Point out the example and sentence frames in the Student Book.
- Say, Use your survey results to create a pie chart. Then write 4–6 sentences to explain it.
- Give students time to write their sentences. Monitor their work and help as needed.

2.

- Divide students into small groups. Say, Show your pie chart and read your sentences to your group. Take turns so everyone shares.
- Monitor groups to ensure students are taking turns and listening.
- Close the activity by inviting a few students to present their charts and sentences to the whole class.

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Lesson 2

You ought to study hospitality!

Objectives

Students will...

- identify and suggest areas of study to others.
- listen for gist and details about people's goals/interests.

Warm up

Activity objective: Students recall and practice the vocabulary learned in Lesson 1 by playing a game.

- Review the future goal words and phrases from Lesson 1 by playing a game.
- Demonstrate how to play the game. Say, Look at the list of future plans from Lesson 1. I'm going to act one out. You guess which one it is.
- Act out *get married* and elicit answers.
- Divide the class into small groups.
- Say, Take turns acting out the goals and guessing.
- Monitor their group work and provide help as needed.
- Close the activity by having a few students act out one of the goals from lesson 1.
- **Applaud and celebrate their effort.** Highlight creativity, accurate vocabulary use, or expressive acting to build confidence. For example, say: "Great job acting that out so clearly!" / "Excellent use of the word 'get married'—you remembered it perfectly!" / "That was very creative and fun to watch!". Using **examples of praise** can become a positive **classroom routine**. When students know they'll be celebrated with clear, specific feedback, it motivates them, reinforces good habits, and creates a supportive learning atmosphere.

A Use Vocabulary: Areas of study

Activity objective: Students learn and pronounce vocabulary for different areas of study, then personalize the language by talking about their own interests and study goals.

1. Listen and repeat.



1.

- Point out the pictures and the words. Say, These are different things we study.
- Say, Look at the pictures and think about the areas of study you know of or know someone who has studied it.

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- Next, say, I'm going to play the audio. 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.

- Write the following sentence frames on the board: I'm interested in _____. I want to study _____.
- Pair students. Say, Which area do you want to study? Circle 2-3 and tell your partner.
- Walk around and monitor their pair work.
- Close the activity by asking a few students what they want to study.

Expansion Idea

After students share which areas they want to study, have them explain why using a simple reason clause (e.g., "I want to study engineering because I like building things."). This extends vocabulary practice and encourages fuller, more personal responses.

Variation

Organize a **"find someone who"** mingle: Have students choose any four areas of study from the list and write them in their notebooks. They then mingle, asking classmates, *"Do you want to study ___?"* and noting the names of those who say yes. The first student to find someone for all four areas they wrote down is the winner. This keeps all students active, allows for multiple short interactions, and helps students personalize the vocabulary.

B Listen

Activity objective: Students practice listening comprehension by identifying teens' career interests and skills, then use suggestion structures (should, ought to) and new vocabulary to recommend appropriate areas of study.

1. Listen to teens talk about their futures. What careers do they mention?

☐ law	☐ builder	☐ restaurant owner	☐ museum employee
☐ teacher	☐ writer	☐ auto mechanics	☐ hotel manager

1.

- Point out the pictures of the three teens. Say, We are going to listen to three teens talk about their future goals.
- Point out the list of careers. Say, Let's listen and tick the careers they talk about.
- Play the audio and then elicit the answers. Write the answers on the board.

Key: Taha: restaurant owner, hotel manager, Orla: builder, Zhor: museum employee, writer

2.

- Now, say, I'm going to play the conversation again. Listen and complete the notes about the teens' skills and dreams.
- Play the audio again.

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3.

- Elicit how to give suggestions (should, ought to). Say, Compare your notes with a partner. Then, discuss what the teens should study in the future. Suggest 1-2 ideas for each teen.
- Pair students to compare the answers and discuss their suggestions. Walk around and monitor.
- Review the answers with the class.

Key: Taha: Good at working on teams / teamwork, problems, own a restaurant; Orla: fix things, trade, want to build things, especially a house; Zhor: finding information, museum, write a book about ancient Moroccan handicrafts

4.

- Say, What suggestions do you have for the teens? What areas of study do you suggest for the Taha? (hospitality, business) Why? (He wants to manage a hotel. His family owns a restaurant). Orla? (carpentry, business) Why? (She is good with her hands. She can fix things. She wants to learn a trade. She wants to build a house.) Zhor? (journalism, business, education) Why? (She is good at finding information. She wants to work in a museum. She wants to write a book.

Differentiation

More support: Write a mix of words on the board (scattered) that students can use to fill in the blanks as they listen. Alternatively, assign only ONE teen to students. They listen and take notes. Then in trios (each student with a different teen), students share what they wrote for each teen. At the end, students have completed notes for all three teens. Let the students listen again and check the notes they have for all 3 teens.

More challenge: Have students take notes about all three teens without looking at the board and/or add additional details that they hear. Then ask them to use those details to give a suggestion for an area of study that's less obvious or that connects two or more of the teens' interests (e.g., a joint project or shared career path).

C Speak

Activity objective: Students ask and listen carefully to their partner's future goals in order to give thoughtful suggestions for areas of study, using target phrases and sentence structures practiced in the lesson (and unit).

Ask your partner about their future goals and suggest areas of study.



- Point out the speech bubbles and the reminder on how to give suggestions. Read them aloud. Say, Ask your partner about their future goals and suggest areas of study.
- Pair students and say, Take turns telling about your goals and suggesting an area of study with your partner. Use the sentence speech bubbles as a guide.

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- Monitor their pairwork.
- Close the activity by asking a few students to share what they want to study and what their partner suggested.

Expansion Idea

- Have students practice pronunciation of some of the phrases for giving suggestions.
- Write You ought to on the board. Say: In careful English, we pronounce it /ɔːt tuː/. But in fast speech, it often sounds like /ˈɔːtə/ (“oughta”). Have students repeat several times
- Then, write Don’t you on the board. Say: In careful English, it’s /dəʊnt juː/, but in fast speech it often sounds like /ˈdɒntʃu/ (“donchu”). Have students repeat several times.
- Say full sentences and have the students practice the reduced pronunciations of the words ought to and the don’t you.

You ought to study education. You ought to study carpentry. Why don’t you study engineering? Why don’t you study plumbing?

Variation

Turn this speaking task into a guessing game to engage teens.

Setup: On the board, list areas of study from the unit vocabulary. In their notebooks, have them secretly choose one area of study from the list to be “their” future goal. They must not tell their partner.

Play in pairs:

- Student A uses the question from the speaking frame: What would you like to do in the future?
- Student B answers with clues about their chosen area of study **without naming it directly** (e.g., I’m interested in working with numbers. I like planning and organizing projects.).
- Student A listens and then makes 1–2 suggestions using the target language (e.g., You ought to study business or accounting.).
- Student B confirms if one of the suggestions matches their chosen area of study. Student A gets a point if he/she guesses.
- Start another round. Change rolls.

Switch roles and continue with new secret goals.

Win: The student with the most points when time is up is the winner.

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Lesson 3 Drop everything and read (DEAR)!

Objectives

Students will...

- read and react to a story.
- connect ideas from a story to their own lives.

A Preview the Story

Activity objective: Students preview key vocabulary to reduce the difficulty of unknown words, activate prior knowledge, and build confidence. This support enables them to focus on the story's meaning, make predictions, and engage more fully with the text.

a) journey **b)** crops **c)** boarding school **d)** knowledge **e)** wings **f)** health clinic

1



☐ body part that helps birds fly

2



☐ a long trip from one place to another

3



☐ a small place to see a doctor or nurse

1.

- Point out the pictures and words in the box. Do a choral repetition of the words.
- Say, Write the letter of the picture next to the correct word. Let's do the first one together. Elicit the meaning of journey. Say, Which picture is best for the word journey? (2). Say, Let's write A next to the word journey.
- Have students continue with the rest of the activity, then pair students to compare their answers.
- Review the answers together by asking students to say their answers aloud.

Key: 1. e, wings; 2. a, journey; 3. f, health clinic, 4. b, crops; 5. d, knowledge; 6. c, boarding school

2.

- Point out the title, pictures and words from the story. Ask, What is the story about? What will happen in the story?
- Point out the speech bubbles. Say, Use these to predict what will happen in the story. Will it be a happy or sad ending? Why do you think so?

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- Pair students and have them talk about their predictions. Point out the speech bubbles with sentence frames. Say, Use these to talk about your predictions and reasons.
- Walk around and monitor.
- At this stage, do not say which predictions are true, partially true, or false, but simply close by eliciting students' predictions and their reasons.

B Read and Listen to the Story

Activity objective: Students read along while listening to the story.

- Either play the audio or read the story while students follow along with the text.
- Guide students to follow along with the audio/point to the text as they read.
- After reading, ask, Were your predictions correct?

Differentiation

In classes with struggling learners, it can help to pause after each sentence and check meaning using pictures, gestures, sketches, or examples. However, over-simplifying by treating sentences in isolation may disrupt the flow of meaning and slow comprehension. Aim for moderation: support understanding while allowing some tolerance of ambiguity, so students gain confidence and learn to read between the lines, realizing they don't need to know every word to comprehend.

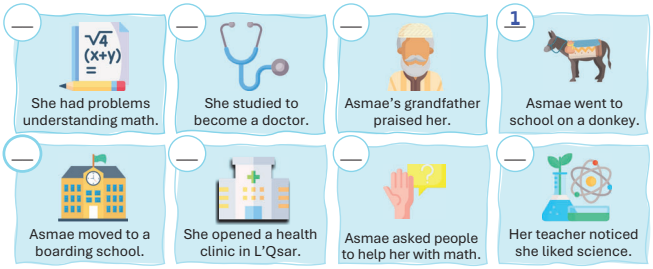
Teaching Tip

It's important to encourage questions and give students time to take notes. Create a routine while reading to pause and let students ask questions about the story (*Quick Questions*) or take notes (*Stop and Jot*). For example, put the book down and say: It's time for Quick Questions. Do you have any questions so far? **Or say:** It's time for Stop and Jot. Write down any questions or notes about what I've read so far.

These routines will help students engage in the reading process and will help with reading comprehension. They also help manage participation with large classes.

C Think about the Story

Activity objective: Students review their understanding of the story through a brief comprehension check, then deepen engagement by dramatically reading scenes aloud and discussing questions in groups that connect the story's ideas and messages to their own lives and experiences.



1.

- Point out the pictures of the various parts of the story. Point out the example (the picture with the donkey) and say, This came first in the story. Asmae went to school on a donkey.

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- Say, Work individually. Number the rest of the parts of the story. What came next?
- Give students time to order the events in the story. Monitor their work.
- Then, review the order of events with the class. Ask students to read the events aloud in order.

Key: 1. Asmae went to school on a donkey. 2. She had problems understanding math. 3. Asmae asked people to help her with math. 4. Asmae moved to a boarding school. 5. Her teacher noticed she liked science. 6. She studied to become a doctor. 7. She opened a health clinic in L'Qsar. 8. Asmae's grandfather praised her.

Expansion Idea

Say, What does the story remind you of? Elicit ideas and discuss. Write the ideas on the board. (A time when you asked for help. A time when you moved away. A time when you made your family proud. A time when you did something difficult. A time when you tried hard and didn't give up.)

For higher-level students, have them write a story similar to Asmae's story, e.g. about a relative, neighbor, or someone else they know. Ask them to edit and illustrate their story, then share it with the class. This task may also be assigned as a homework piece.

2.

- Put students in small groups.
- Point out the steps in the box. Say: In your group, choose a paragraph to read. Take turns reading or narrating it, using storytelling characteristics (intonation, expression, volume, gestures, etc.). Then, talk about why you like the scene.
- Monitor their group work.
- Close this part of the activity by asking groups which paragraph they read and why they liked it.

Expansion Idea

- Divide students into small groups. Say: Choose a part of the story to act out.
- Model the activity yourself, or invite one or two confident students to demonstrate how to act out a short scene.
- Give students time to practice the scene together.
- Have groups perform the scene in front of the class.
- **Celebrate success:** Applaud each performance and highlight strengths (e.g., "Great use of expression!", "I liked how you used gestures to show the action.").

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Expansion Idea

Have individuals, pairs or groups make and illustrate a poster with one of the quotes from the story.
Your strength will guide us all.
Knowledge is your wings. Fly high.
You carry our dreams with you.
Your mind is bright.
You have changed our world.
Every step forward makes the path brighter for others.
Have them display the posters and explain how the illustration relates to the quote.

3.

- Point out the questions in the box and read them aloud. Review any meaning.
- Say, With your group, choose 2-3 questions to discuss.
- Group students and monitor their discussions.
- Close the activity by asking each group to share what they talked about.

Variation/Differentiation

For lower level students, provide sentence frames for responding to the questions. **Do you know anyone who has had a similar experience?**

- Yes, I know _____. They _____, like Asmae.
- No, I don't know anyone, but I think it would be _____.

Asmae's grandfather said "you have changed our world." What does he mean?

- I think he means she _____.
- He means that she _____ for her family/community.

The title says Asmae has a brighter life. Do you agree? Explain.

- Yes, I agree because _____.
- No, I don't agree because _____.

Was the story interesting? Explain.

- Yes, I thought it was interesting because _____.
- No, I didn't think it was interesting because _____.

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Lesson 4

If you work hard, you'll go far!

Objectives

Students will...

- read a poem for the main message and details.
- give warnings and advice about what will happen using if (first conditional).

Warm up

Activity objective: Students review vocabulary from Lesson 2 and practice giving advice.

- Elicit ways to give advice for someone else. Write them on the board. (*He/She should* _____. He/She ought to _____. Why doesn't he/she _____?)
- Divide the class into teams of 3-4 students.
- Say, I'm going to tell you about my friend. With your group, decide on the best advice then raise your hand when you have an answer. The first one to raise a hand and give appropriate advice with correct grammar, gets a point for their team.
- Read the scenarios and give time for teams to respond. The team with the first appropriate and correctly worded answer. Give that team a point.
- Scenarios: **My friend is really good at writing**. What should she study in school? **My friend is good with his hands and building things**. What should he study? **My friend loves math and science and creating things**. What should she study? **My friend wants to work in a hotel some day**. What should he study? **My friend likes to teach and loves children**. What should he study? **My friend likes to help people and make them feel better**. What should she study? **My friend is good at fixing things like computers, washing machines, fans**. What should he study? **My friend is really good at fixing cars**. What should she study? **My friend loves to create pictures on the computer**. What should he study? **My friend wants to be a farmer**. What should she study? **My friend's dad is a plumber**. He wants to help his father. What should he study? **My friend wants to help people with legal problems**. What should she study?

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A Read



Activity objective: Students make and check their predictions about a poem while previewing the grammar point, first conditional.

1.

- Say, This is a poem. Look at the title and the first line of the poem. What do you think it's about?
- Pair students. Say, Share your predictions with your partner.
- Close this part of the activity by asking, What do you think the poem is about? Write their ideas on the board.

Variation

Before reading the full poem, write only the *if-clause* (present action) from each line on the board, without the result part. For example:

- If you work hard, ...
- If you don't try, ...
- If you make mistakes, ...
- If you give up, ...

In pairs or small groups, students guess how each line might end. Encourage them to be creative or funny, but still realistic.

- Example: *If you work hard, ... you will need a holiday!*

After sharing a few ideas, play the audio and have students read along with the real poem to compare their endings with the poet's.

Briefly highlight the grammar pattern (present action → future result) before moving on to the matching and underlining task in the original lesson.

2.

- Say, Listen to and read the poem. Were your guesses right?
- Play the audio and have students read along.
- Ask, Were your predictions right? Elicit responses.

3.

- Write the words *present action* and *future results* on the board. Say, Present means now. Let's look at the first line in the poem. What is the present action? (work hard). What is the future result? (go far).
- Read the first line aloud, *If you work hard, you will go far.*
- Say, Now let's look at each line of the poem. Underline the present action and future result in each line. Then, match the pictures of the present actions to the future results. Let's do the first one together.
- Point to the first picture for Present Actions (don't try). Say, What does the second line say? (If you don't try, you will stay where you are.) So, let's write A for #1.
- Have students match the rest of the pictures.

Key: 1. A; 2. C; 3. D; 4. B

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4.

- Write the following sentence frames on the board: *I agree / don't agree with the writer's message because* _____.
- Pair students. Say, Compare your answers. Then, discuss if you agree or disagree with the poem. Explain your answer. Use the sentence frames to help with responding.
- Walk around and monitor their pair work.
- Close the activity by reviewing the answers and asking about what they talked about.

B Use Grammar in Context: The First Conditional

Activity Objective: Learn the meaning and structure of the first conditional (if... will / won't) and practice using it at the sentence level.

Grammar Focus: First Conditional

talk about a future result of a present action

If + subject + simple present , subject + will / won't + base verb

If you **work** hard, you **will go** far.
If you give up, you **won't** ever **know**.

subject + will / won't + base verb + if + subject + simple present

You will go far **if** you **work** hard!

1.

- Write the following sentence on the board: *If you listen, you will learn*. Ask, Which is the present action? (you listen). What is the future result? (will learn).
- Circle *If* in the sentence. Say, We use the word *if* to talk about a future result of a present action.
- Write the word *won't* on the board. Ask, This word is short for two words. What are they? (will not)
- Write the sentence *You will learn if you listen* under the first sentence on the board.
- Point out the grammar box. Say, We can switch the parts of the sentence around. The two sentences: *If you listen, you will learn* and *You will learn if you listen* mean the same thing.
- Ask, There are two differences with these sentences. Can you find them? (the position of *if* and the comma)
- Point out the structure and the other sample sentences in the grammar box.

2.

- Point to the poem in A. Say, Circle *if* in the poem and underline the present actions and future results in each sentence.
- Give students time to find and circle *if* in the poem and underline the actions and results.
- Discuss the answer with the class. Say, Remember we use if to talk about a future result of a present action.

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3.

- Point out the sentences. Say, Now, complete the sentences using the first conditional. Point out the grammar chart. Say, Use this as a reference when completing the sentences. Let's look at the example. *If I practice with friends, my English will improve.*
- Tell students to begin the exercise. Walk around and help as needed.
- Pair students and have them compare answers then review the sentences together orally or write the answers on the board.

Key: a) practice, will improve b) will finish, help, c) learns, will build d) doesn't finish, will be e) won't learn, don't listen

Variation: "If... Then..." Chain Game

To practice the First Conditional, the teacher introduces a fun game called **"If... Then Chain."** First, the teacher revisits the structure (*If + present simple, will + base verb*) and gives an example, such as: *"If I wake up late, I will miss the bus."* Students sit in a circle or stay in their seats. One student starts the chain with a first conditional sentence. The next student uses the result as the new condition: *"If I miss the bus, I will walk to school."* The chain continues around the class. The teacher monitors, provides support, and corrects gently if needed. Students listen carefully, think quickly, and build creative, cause-effect sentences. The game helps reinforce grammar in a fun, interactive way.

Tip! If your class is large, there is unlikely enough time to do this as a whole-class activity. To give everyone practice, model it once and then have small groups play together.

C Write and Speak

Activity objective: Students learn practice using the first conditional (if...will/won't) by giving advice to new middle school students.

- Say, Remember when you were a new middle school student? Did someone give you advice? Who gave it to you? (Elicit a few responses.). Then say, Now, it's your turn. In a group, you will think of good tips and warnings to help first year middle school students succeed.
- Put students in small groups. Point out and review the steps. For the first step, say, First brainstorm ideas of what you want to give advice

Work in groups to prepare a short talk! Your school principal invited you to give advice and warnings to help new middle school students succeed. Think about your experience. Follow the steps.

1

Think & Plan

Brainstorm with your group. Think of good tips and warnings to help 1st year middle school students succeed.

Use **if** to give advice about:

- School & tests
- Clubs & activities
- Making friends
- Other ideas

Examples:

- If you don't do your homework, the tests will be hard!
- If you're late, your teacher will get mad!
- If you join a club, you'll make more friends!

2

Write Your Tips

Write 2 or more of your group's best ideas below:

Our Tips to Middle School Success!

If you _____,

you'll _____.

_____

_____

_____

_____

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about. Look at the ideas. Point out the example sentences. Say, Remember this is the brainstorming phase so any and all ideas are good.

- After they are done brainstorming, point out the second step and say, Now it's time to choose two of your ideas and write sentences with *If*.
- After the allotted time, point out the third step and say, Now, practice your talk. You will give a 30 second talk. Review the requirements (greet audience, introduce your group, give your tips and wish them luck).
- After they have practiced, say, Now it's time to present your advice to the class. Review the tips and set up a schedule for the groups to present.

Variation

In pairs or small groups, have students role play a scenario of giving advice to a new middle school student. Have them perform their role play in front of the class.

Model scenario:

- Student A is a first-year middle school student who feels nervous about starting school.
- Student B is an older student who gives advice.
- Example:
  - A: I'm worried about middle school. What if I don't make any friends?
  - B: Don't worry. If you join a club, you will make friends quickly.
  - A: I'm also worried about exams.
  - B: If you study a little every day, you will feel more confident.
- Read the model with a confident student (or yourself), show intonation and gestures, then point out the If-clauses and advice phrases. Have the class repeat a couple of lines chorally before pairing up to create their own versions.
- Put students in pairs or groups to role play, monitor and support as they work, then invite a few perform for the class. Applaud and highlight their strong advice language.

Expansion Idea

Individually or in pairs, have students write and illustrate a comic strip of a middle school student giving advice to a new middle school student. Display the comic strip for all to see.

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Lesson 5 Global Citizenship & Fun Review

Objectives

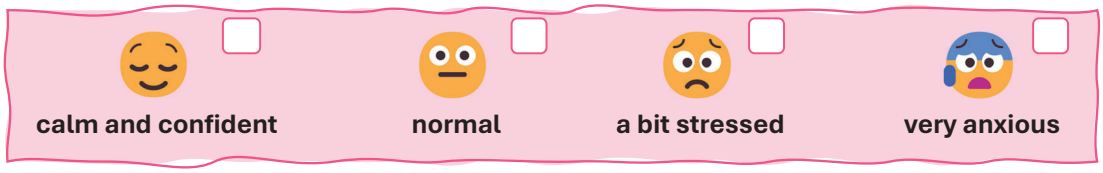
Students will...

- learn about tips to prepare for and take exams.
- use language from the unit to complete a review activity.

A Preview

Activity objective: Students reflect on how they feel about tests by choosing an "emoji."

How do you feel before an exam? Tick a feeling and share with a partner.



- Say, We are going to learn some tips to help us when we take an exam. First think about how you feel when you take an exam.
- Point out the "emoji" icons and call on a student to read the feelings words aloud.
- Say, Tick the emoji and then tell a partner.
- Pair students to share their feelings.
- Ask a few students to share with the class.

B Read

Activity objective: Students read an article with tips for exam success and think about exam-taking habits they already do and those they want to try.

1. Read the article. While you read, tick the tips you already do.

💯 **Exam Success: 10 tips to do your best!**	Doing it!	I'll try!
🧠 **1. STUDY A LITTLE EVERY DAY:** Don't cram! Review notes + daily practice = less stress, more success.	☐	♡
🧑‍🤝‍🧑 **2. FIND A STUDY BUDDY:** Studying with friends = more fun + more motivation!	☐	♡
🎒 **3. BE PREPARED:** Pack your bag with everything you need for the test, sleep well, and eat breakfast. Easy wins!	☐	♡

1.

- Read the title of the article aloud. To preview the reading, give students time to skim just the bold, upper-case text for each tip.

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- Point out the "Doing it" and "I'll try" checklist. Say, Now, read the whole article and tick the tips you already do. Color in the hearts for the tips you want to try in the future.
- Monitor while students work.
- Close the activity by asking a few students to share which tips they use and which they want to try. Write the following sentence stems on the board to help students respond: I already _____. I want to _____.

2.

- Say, Some tips describe things we can do *before* an exam to help us prepare. Elicit an example from the class, (study every day, find a study buddy, etc.). Ask, What is something we can do to help us during an exam? (stay calm, watch the clock, etc.)
- Point out the list of tips. Say, Read these tips and tick *Before* or *During*. Use the article to help you.
- Give students time to complete the task. Monitor and support their work.

Key: 1. Before, 2. During, 3. Before, 4. During, 5. Before, 6. Before, 7. During, 8. Before, 9. Before, 10. During

3

- If you did not ask students to tick and share hearts while reading, ask them to complete the task now. Then have them share their ideas with classmates.

C Speak

Activity objective: Students consolidate information from the reading and discuss tips they can use for exam-taking success.

Answer the questions in pairs. Then, share with the class.

1	2	3
Which study tips do you already use?	Which study tips do you want to try?	What other exam tips do you use that are not mentioned in the text?

- Pair students. Say, You are going to talk about the tips with your partner.
- Read the questions aloud. Provide sentence stems on the board to support English use: When I take an exam, I already ... / Next time, I want to try ...
- Have pairs discuss the questions. Monitor their discussions.
- Call on several students to share with the class.

Variation

Have students ask and answer the questions in a Question Line Up!

- Display the discussion questions on a slideshow (one question per slide) or write them on separate papers and hang them on the board.
- Have students stand in two lines facing each other so that each student has a partner across from them.

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- Show the first question. Students in **Line 1** all ask the question to the person opposite them at the same time; all students in **Line 2** answer their partners at the same time.
- After about 20 seconds, stop the conversations. The first student in **one** of the lines moves to the back, and all others in that line shift forward to face a new partner.
- Show the next question and repeat the process, switching who asks and who answers each time.
- Continue until students have asked and answered each question a couple of times with different partners.

D Fun Review

Activity objective: Students review target vocabulary and grammar through a quick speaking activity.

1. Work in pairs. Make an "if" sentence about a dream and let your partner respond with another "if" sentence. Take turns. Repeat until time is up.



1.

- Review the directions for the activity.
- Call on several students to read the list of dreams aloud.
- Say, Now write your own dream at the bottom.
- Pair students and call on a pair to read the model conversation aloud.
- Before they speak, give students 2-3 minutes to silently think about their "if" sentences and make some notes.
- Call on a pair of students to demonstrate the speaking task. Clarify that they should listen and respond to the previous sentence.

Teaching Tip
Before speaking activities, give students silent time to think and make notes. This will build confidence, support fluency, and enrich the conversation.

2.

- Call on pairs to share ideas with the class.

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Lesson 6 I'm starting a band on Friday!

Objectives

Students will...

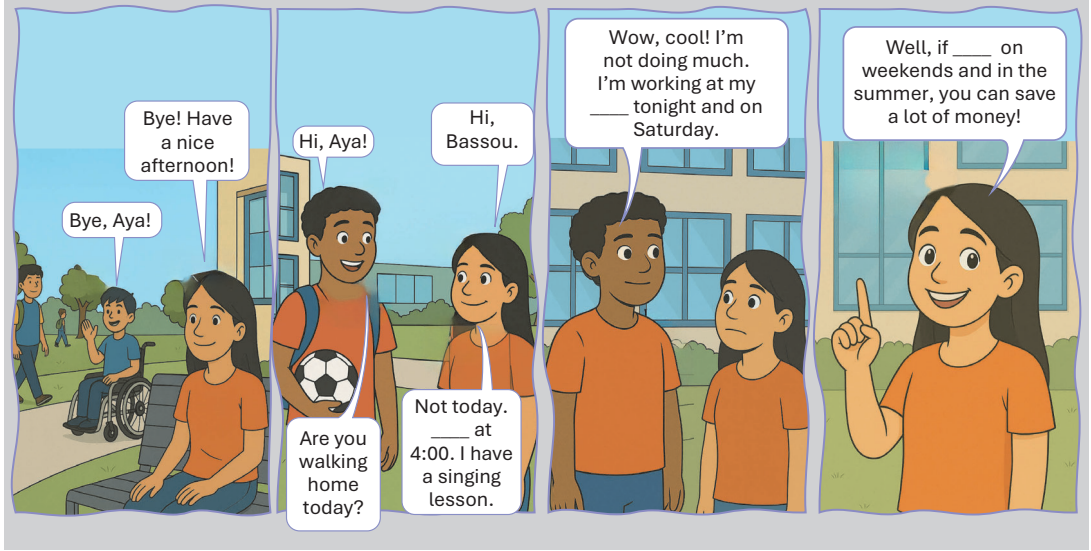
- read a comic for the main ideas and details.
- talk about future arrangements using time phrases.

A Read

Activity objective: Students develop reading comprehension by reading a comic to identify its main idea and key details, while also encountering examples of prepositions of time (in, at, on) that they will practice later in the lesson.

a. you work a lot **b.** at any time **c.** parents' restaurant **d.** Can you join us

e. every Saturday in spring **f.** My mom is picking me up **g.** I'm starting a band



1.

- Point out the illustrations. Say, You will read this comic. Look at the pictures. What do you think is happening?
- Elicit a few ideas and write them on the board.

2.

- Pair students. Point out the phrases in the box and give students time to read them silently. Say, Read the comic and fill in the blanks with these phrases. Let's do the first one together.
- Read the comic aloud and pause at the first blank for students to tell you the missing phrase (My mom is picking me up). Say, The answer is "My mom is picking me up" , so I write the letter f in the blank.

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- Have pairs complete the task. Monitor while they work.
- To go over the answers, call on pairs to read sections of the completed comic aloud.

Key: f, c, a, g, d, e

Variation
Dialogues and comics provide opportunities for fluency building and conversation practice. When time allows, give students time to practice reading the dialogue in pairs.

3.

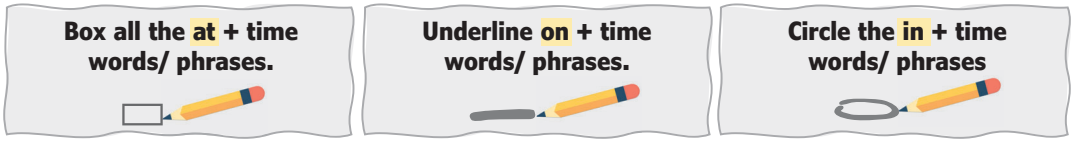
- Go over the directions and read the questions aloud.
- Pair students. Do the first example with the whole class. Review the target grammar (present progressive for making plans). Ask, What is Aya doing after school? What time? Elicit the answer and write it on the board (She is going to her singing lesson at 4:00.)
- Have pairs complete the task. Then review the answers together.

Key: **Top left:** She is going to her singing lesson at 4:00., **Top center:** He is working at his parents' restaurant. **Top right:** He is buying a guitar.
Bottom left: They are meeting about the new band., **Bottom right:** She is excited. She says she will come any time. Bottom left: They are meeting about a new band at 5 (pm).

B Use Grammar in Context: In, At, On with Time

Activity Objective: Learn the form and use of the prepositions *in*, *at*, and *on* with time expressions, which are essential for talking accurately about time.

1. Read the comic again. Complete the task.



1.

- Write the following example sentences on the board:
  - My birthday is in January.
  - We have art class on Wednesdays.
  - The shop opens at 7 AM.
- Underline the preposition in each sentence. Say, We use in, at, and on with different time expressions. Let's look at the examples in the comic in Activity A.
- Go over the directions in each box.
- Give students time to complete the task. Monitor while they work.

2.

- Pair students to compare answers. Say, Look at the examples in the comic. What kinds of time expressions do you use these words with? Tick the rule.
- Give pairs time to complete the task. Then go over the answers with the class.

Key: in: months and seasons; on: days of the week; at: exact times of day like "noon"

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3.

- Point out the information in the grammar boxes. Say, Read the information. Did you tick the correct rules?
- Have students read the information. Point out the exceptions at the bottom right.

Expansion Idea

Quiz students on the grammar by having them close their books. Read the time expressions in the grammar box aloud and have students say them with the correct preposition, for example, Say, the morning (Students respond "in the morning.").

4.

- Go over the directions and give students time to read the conversations silently.
- Say, Let's do the first one together. Read Conversation 1, pausing at the first blank. Elicit the correct preposition (on). Say, Wednesday is a day of the week, so I write *on* in the blank.
- Have students complete the task. Monitor and support while they work.

Conversation 1

Achraf: Hey, Douae!

Douae: Hi! We're still meeting at the mall ____ Wednesday, right?

Achraf: Yes, I'll see you _____ five o'clock, in front of the food court.

Douae: Great. Oh! Remember Paul's party ____ the evening. You're coming, right?

5.

- Say, I'm going to play the audio. Listen to the conversations and check your answers.
- Play the audio. Tell students to correct any answers they missed.
- Pair students to practice the conversations.

Expansion Idea

Focus on fluency and pronunciation by pausing the audio after each line and having students repeat, matching the pace and intonation. Keep the practice brief to avoid boredom, and respond to all types of students by praising effort as well as accuracy.

- Call on several pairs to perform the conversations for the class.

C Communicate: Arrange to hang out

Activity objective: Students practice the unit grammar by making invitations and arranging plans.

1.

- Point out the calendars. Say, You are going to practice making plans to hang out.

Calendar A

Friday
- ☐ 6:00 pm – Concert

Friday
- ☐ 10:00 am – English class
- ☐ 3:00 pm – Play football

Sunday
- ☐ 1:00 pm – Help my cousin with homework
- ☐ 6:00 pm – Watch a movie

Hanging out: _____

Calendar B

Friday
- ☐ 7:00 pm – Family dinner

Friday
- ☐ 10:00 am – Online gaming with friends
- ☐ 6:00 pm – Visit grandparents

Sunday
- ☐ 11:00 am – Study for test
- ☐ 6:00 pm – Go to the cinema

Hanging out: _____

Useful Phrases

Do you want to hang out on/at/in...

What are you doing on/at/in...?

Are you free on/at/in ...?

What are you up to on/at/in...?

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Teaching Tip
This activity will work best if students cannot see one another's calendars. Encourage them to cover their partner's calendar with a piece of paper.

- Pair students and assign Student A and Student B roles. Call on several students to read the Useful Phrases box aloud. On the board, provide language for responding to invitations to support the conversations, for example, Sorry, I'm busy then. / Sorry, I can't. I have to... / Sure! That sounds great. Etc.
- Call on one pair to model the task. Say, Student A, look at your calendar. Find a time when you are free. Invite Student B to hang out. When you find a time when you are both free, write your plan on the line.
- Give students time to complete the task. Monitor and support as needed.
- To check answers, call on different pairs and ask them to tell the class what they are doing and when, for example, *We are seeing a movie at 7 on Friday.*

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Lesson 7 Dream big!

Objectives

Students will...

- talk and write about future plans and dreams using modals of certainty.
- read for details about people's future plans and dreams.

A Speak

Activity objective: Students are introduced to the topic of future goals and dreams, encounter useful phrases for expressing them, and personalize the language by discussing their own aspirations (dreams) and plans.



1.

- Point out the pictures and the people's goals. Give students time to read the goals. Go over any unfamiliar vocabulary and highlight the language for talking about future goals (Someday I hope to / Someday I want to).
- Say, Listen to people talking about their dreams and goals for the future. Think about your own dreams and goals
- Play the audio and have students listen and read along. Note: The audio includes connected sentences, with all words in the bubbles mentioned.

2.

- Say, These sound like amazing experiences, Tick the experiences you would like to have.
- Walk around and monitor while students work.

3.

- Put students into groups of three or four. Say, You are going to talk about the experiences you would like to have someday. Point out the model language.
- Give students time to think about additional experiences they have that are not listed in their book.
- Monitor the discussions.
- To finish the activity, call on several students to share the experiences they talked about.

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Teaching Tip
It's important to listen while students are sharing personal information like future goals and dreams. You can use this information to build personal connections and guide them toward content and activities that motivate them. At the same time, you might want to quietly note common mistakes, which can be used later for remedial work without interrupting fluency practice.

B Read

Activity objective: Students get more practice with the target vocabulary and grammar by reading and demonstrating their comprehension of texts.

☐ **Their dreams for the future** 🚀 ☐ **Their arrangements for summer** 🌴

1.

- Point out the pictures and texts.
- Say, Read the introductions. What are they writing about - dreams for the future or arrangements for summer?
- Give students time to read and tick their answers. Then check the answer (their dreams for the future).
- Ask students to tell you the words and phrases in the text that helped them get the answer.

2.

- Point out the list of future dreams and the check boxes for each person (Tafoukt and Adam).
- Call on several students to read the dreams aloud. Say, Who has these dreams, Tafoukt or Adam? Tick the correct name. Use the text to help you. Point out that they may tick both names (or neither) for some items.
- Give students time to complete the task individually.
- Pair students to compare answers. Then go over the answers with the class.

Key: a. Tafoukt, b. Adam, c. Adam. d. Neither, e. both. f. Tafoukt, g Tafoukt, h. Tafoukt / Both (Students may infer that Adam wants to go to university someday, but not right after high school.)

Differentiate
More support: Before completing task 2, ask students to find and underline the phrases from the list. This will help them connect meaning to context and focus on relevant details.
More challenge: Ask students to underline any extra information in the texts that explains why Tafoukt or Adam have certain dreams. After completing the task, they share one of these "reasons" with a partner in their own words.

3.

- Pair students to talk about the goals and dreams they have in common with Tafoukt and Adam. Provide sentence stems on the board to support the use of English: I also want to... / I have a goal in common with Adam - I hope to ... too.
- Monitor the pairwork.
- Call on a few students to share their ideas with the class.

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C Use Grammar in Context: Express Certainty about the Future

Activity objective: Students notice and analyze how modals of certainty are used in context, identify examples in a written text, and practice choosing and using the correct forms to express future events with different levels of certainty.

1. Read Tafoukt and Adam's texts:

1 **Underline sentences with will and won't.**



2 **Star sentences with might/might not and may/may not.**



1.

- Say, We are going to learn how to talk about things in the future. We use different verbs to talk about something we are sure is going to happen and to talk about things we are not sure will happen.
- Write the modals of certainty on the board (will, won't, might, might not, may, may not) . Remind students that "won't" is a contraction for will not, and that 'll is also a contracted form of "will".
- Go over the directions for the task. Say, Let's do the first one together. Scan Tafoukt's text for the words on the board. What is the first word you find? (will). Underline the word will.
- Have students complete the task and then compare answers in pairs.
- Guide students to notice which words are used when we are certain (will / won't) and when we are not certain (may/might, may not / might not).

Key:

My name is Tafoukt and I have a lot of big dreams. After I graduate from high school, I will definitely go abroad for university. I *might study at the University of London. I'm not sure what I want to study yet. *I may choose computer science or my passion, drama. I won't stay in London after university. I'll return to Morocco and live near my family. Someday, I'll open my own cybersecurity company. *Or I may start a small theater company in my town. For sure, I'll choose a career that I'll enjoy. *When I'm older, I might get married and have a family. I am certainly dreaming of a wonderful future!

My name is Adam and I'm adventurous! I want to live life to the fullest. I won't go to university right away after high school. *Instead, I might learn a skill like carpentry. *Or I may learn to do electrical work. Then I can start a small business and work for myself. I also want to travel around the world. It's my dream so I'll definitely make it come true. *I may not have a lot of money in the future, but I'll definitely be happy. I'll have a lot of time to spend with friends and do things I enjoy. In the future, I'll grab every chance to learn about the world, and I definitely won't waste my life!

2.

- Say, Let's read the information in the box.
- Give students time to read the box silently. Then call on several students to read the explanations and examples aloud.
- To consolidate and check understanding write the following statements on the board and elicit the missing information:

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We use _____ and _____ when we are sure about a future event. (will / won't)

We use _____, _____, _____ or _____ when we are unsure about a future event. (might / might not, may / may not)

3.

- Go over the directions. Say, Look at the texts again and tick whether Tafoukt and Adam are sure or unsure about the activities. Let's do the first example together. Go to university. What words does Tafoukt use to talk about going to university? (I will definitely go...) Is she sure or not sure? (sure). So I tick "sure."
- Have students complete the task. Then go over the answers with the class

Key: Tafoukt: a. sure, b. unsure, c. sure, d. Unsure; Adam: a. sure, b. unsure, c. unsure, d. sure (note – he is **sure** that he **will not** waste his life)

4.

- Go over the directions. Have students time to read the partial sentences silently and think about the missing words.
- Say, Let's do the first one together. Read the full sentence aloud: I "blank" go to university in Germany someday. I am studying German now, so that I can get ready. Is the person sure or unsure? (sure) How do you know they are sure? (They are studying German now.) So, what should I write in the blank? (will)
- Give students time to complete the task. Monitor while they work.

5.

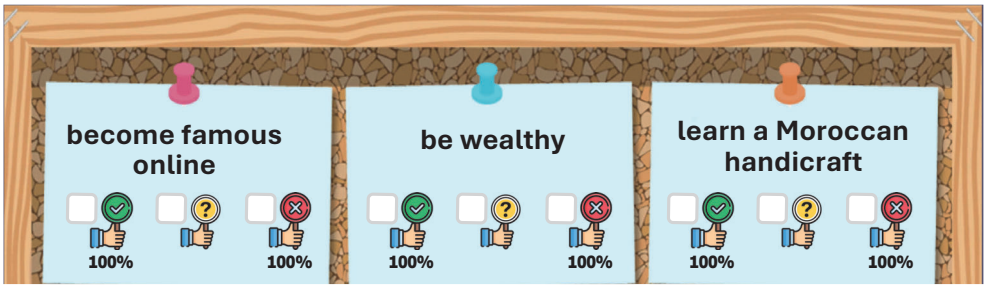
- Have students compare answers in pairs. Then go over the answers with the class. Ask students to tell you the words and phrases that helped them get the answers.

Key: a. will, b. won't, c. might (may), d. will, e. won't, f. may (might) / will

D Speak

Activity objective: Students use the new grammar point to express degrees of certainty about their future goals.

1. Read the board of future goals. Tick how sure you are about achieving them in your future. Then add one or two ideas to the board.



1.

- Point out the bulletin board graphic. Say, These are some people's future goals. Call on students to read the goals aloud.

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- Point out the check boxes and percentages below each graphic. Say, Do you think you will achieve these goals someday? How sure or unsure do you feel about them?
- Give students time to add two goals of their own at the bottom of the board.
- Model the task with a personal example. Say, Let's do the first one. I don't use social media, so I definitely won't become famous online. Model checking the box on the right side.
- Have students complete the task. Monitor and support as needed.

2.

- Point out the photo and call on three students to read the model conversation aloud. Highlight the use of the target grammar.
- Pair students to share their responses. Monitor the pairwork.

Variation

Add Moving to the Speaking Task with a Certainty Continuum

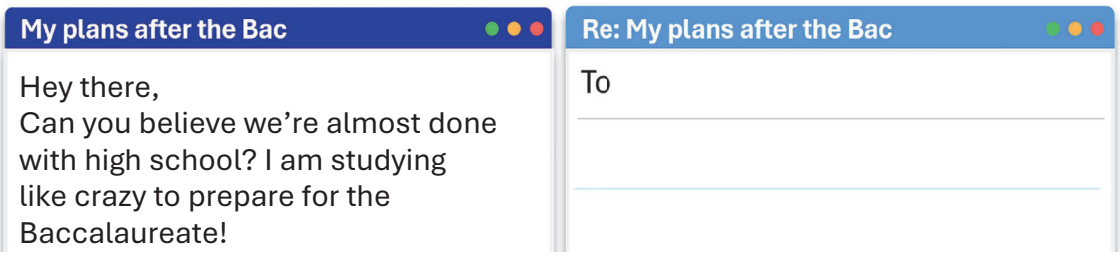
- Write **Sure** on one side of the board/wall and **Not Sure** on the other.
- Read a future activity aloud (or display it on the board), e.g., I will study abroad someday.
- Students stand along an imaginary line in the room to show how certain they are that the statement applies to them.
- Once in position, students turn to someone near them and explain why they chose that spot, using target language (e.g., I'll definitely travel because my sister lives in... / I might not start a band because I don't know any musicians.
- Call on 2–3 students from different points along the line to share their reason with the class.
- Repeat with several different future activities from D1, plus some from students' own ideas.

E Write

Activity objective: Students apply new vocabulary and grammar from the unit through an email-writing task.

1. Read the email from your friend.

2. Reply to the email with 6-10 sentences. Use the "Email Guide" for help.



1.

- Point out the email and give students time to read it silently.

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Expansion Idea

- After students read the email silently, pair them and have them take turns partner-reading it aloud. Allowing multiple readings supports comprehension and reading aloud supports fluency and pronunciation.
- Provide additional grammar review by having students underline the sentences with will/won't and star sentences with may (not) / might (not). Then ask them to tell you which plans the students are sure and unsure about.

2.

- Read the directions aloud and point out the email guide. Give students time to read the guide silently.
- Allow students time to brainstorm and make some notes for their emails.
- Monitor and support while students are writing. Remind them to check the directions in the email guide.

Variation

To encourage creativity in writing, you can allow students to choose to write their email with true responses about themselves and their own lives, or to use their imagination and include future goals and dreams that are different from their own. For example, a student might write truthfully: *"In the future, I want to be a teacher because I enjoy helping children."* Or, they might imagine something different: *"In the future, I want to be an astronaut and travel to Mars."*

3.

- Point out the evaluation checklist and read the criteria aloud.
- Give students time to make any necessary changes to their writing and complete the checklist.

4.

- Put students in pairs or small groups to read their emails aloud.
- To conclude the activity, call on students to share some of the interesting dreams and goals they heard from other members in their group.

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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.

Take the Unit 5 Progress Test!

The end-of-unit test measures students' overall progress. The test features five sections:

- Listening
- Vocabulary & Expressions
- Grammar
- Reading
- Writing

Always begin with the listening test first. From the time you start the audio, this listening test will take approximately 5 minutes.

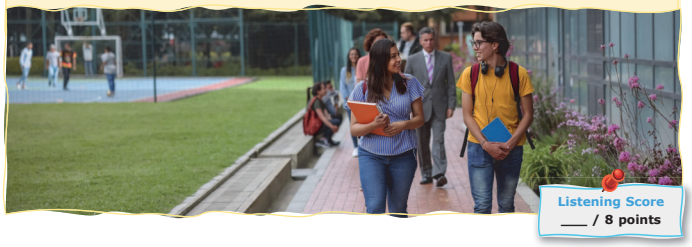
- Tell students they will take a short test to track their learning progress.
- Tell students the test begins with a listening section.
- Ask students to point to the listening section.
- Read the instructions aloud to the students.
- Say, Now I will play the audio. It includes time for you to read the questions. You will hear it two times.

The remainder of the test

- Tell students that they will now complete the rest of the test. Tell students what time it is now. Write it on the board. Tell the students when the test will finish (30 minutes). Write the time on the board.
- Monitor during the test.

Listen to Najib and Fatima talking about their future plans. Tick the correct answers. You will hear the recording two times.

1. **The students are in _____ now.**
   - ☐ university
   - ☐ high school
   - ☐ middle school
2. **Fatima wants to go to university and become _____.**
   - ☐ a teacher
   - ☐ a fashion designer
   - ☐ an engineer
3. **Fatima _____ money.**
   - ☐ cares a lot about
   - ☐ doesn't care about
   - ☐ will make a lot of
4. **Najib's family owns a ____.**
   - ☐ restaurant
   - ☐ tour company
   - ☐ hotel
5. **Najib's family wants him to ____.**
   - ☐ study hospitality and tourism
   - ☐ start his own tour company
   - ☐ get married and have a family
6. **Najib wants to ____.**
   - ☐ have a career in education
   - ☐ travel to other countries
   - ☐ make a lot of money
7. **Fatima advises Najib to _____.**
   - ☐ study hospitality & tourism abroad
   - ☐ get a job in the United States
   - ☐ travel and do community service
8. **For the future, Najib is thinking about _____.**
   - ☐ organizing tours of Morocco
   - ☐ moving to the United States
   - ☐ working for a tour company



Listening Score
___ / 8 points

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- 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.

Unit 4, Lesson 8 Test Key:

A. Listening

1. middle school
2. a teacher
3. doesn't care about
4. hotel
5. study hospitality and tourism
6. travel to other countries
7. study hospitality & tourism abroad 8. organizing tours of Morocco.

B. Vocabulary & Useful Expressions

1. G
2. H
3. E
4. A
5. B
6. C
7. D
8. F

C. Grammar

Note: Because of words capitalized in sentences, these are the only correct answers:

a) If I study hard, I will improve my English.
b) Idder will learn a lot about other cultures if he studies abroad.
c) You won't make a lot of money if you don't work hard.
d) In, at, on
e) in
f) at, in
g) will
h) might
i) won't

D. Reading:

1. What do teens think about the future?
2. False
3. improve the word
4. Top left graph (30% not worried/70% worried about climate change);
   Bottom left (34% don't believe/66% believe tech will solve problems)

E. Writing:

See rubric in next section.

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Using the Unit 5 Writing Test Rubric

This final unit progress test measures students' writing at a mid-A2 level (the end-of-year target), as reflected in the Unit 5 Writing Test Rubric (below). The scoring matches the unit's key objectives and the year's overall writing goals.

- **Task completion (3 pts)** – 1-2 sentences each about 3 future goals, plus a sentence about how they feel about the future.
- **Content, ideas, and organization (3 pts)** – clear beginning, middle, and end; logical order; relevant details; some linking/organizing words or phrases.
- **Vocabulary and grammar (3 pts)** – correct use of Unit 5 vocabulary on goals/dreams/plans and *will / won't / might / may* for certainty or possibility.
- **Mechanics (1 pt)** – all sentences start with a capital letter and end with correct punctuation.

The rubric emphasizes the quality, clarity, and completeness of the final paragraph while keeping the mid-A2 level in focus.

Unit 5 Writing Test – Paragraph Rubric

Prompt: Write a paragraph about your future goals. Say three goals you have for your future. Write 1–2 sentences about each goal. Then say how you feel about the future.

Criteria	Highest Score	Mid Score	Lowest Scores
Task Completion (3 pts)	**3 pts** – Fully completes task: includes three future goals, 1–2 sentences about each, and a sentence about feelings toward the future. All parts clearly connect to the Unit 5 theme of *future plans, goals, and dreams*.	**2 pts** – Most of the task complete (one goal missing OR one element underdeveloped).	**1 pt** – Only part of the task complete (two or more goals missing or little detail). **0 pts** – No attempt or unrelated.
Content, Ideas & Organization (3 pts)	**3 pts** – Clear beginning, middle, and end. Each goal described in its own sentence(s) with relevant details. Logical order with some linking or organizing words/phrases.	**2 pts** – Mostly clear and relevant. Some organization and sequencing, but details may be limited or uneven.	**1 pt** – Ideas unclear or not logically grouped. Little or no linking words. **0 pts** – No relevant content or order.
Vocabulary & Grammar (3 pts)	**3 pts** – Uses Unit 5 vocabulary (*goal, dream, plan, areas of study, job types, travel*) and expressions (*Someday I hope to…, In the future, I will…, I might…*). Correctly uses *will / won't / might / may* to show certainty or possibility. Minor errors do not block meaning.	**2 pts** – Some unit vocabulary and expressions, but with limited variety OR noticeable modal errors. Errors sometimes affect clarity.	**1 pt** – Very limited unit vocabulary; little attempt to use modals or target expressions. Frequent errors make meaning hard to follow. **0 pts** – Vocabulary unrelated to unit and grammar errors prevent understanding.

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Criteria	Highest Score	Mid Score	Lowest Scores
Mechanics (1 pt)	**1 pt** – All sentences start with a capital letter and end with correct punctuation (period, question mark, exclamation point).	—	**0 pts** – One or more sentences do not start with a capital letter OR do not end with punctuation.

Choose and Complete One Unit 5 Task!

Option 1 — My Future Plans

Work individually. Make a slide show or card set about your future plans.

1

Plan Slides/ Cards:



What are your future plans?

- Study or learn a trade?
- Travel, get married, become famous?
- Own a business or work for a company?
- Live in city or countryside?



2

Make digital slides or picture cards with bullet points to show your ideas.



3

Challenge!

Use future verbs (want to, plan to), modals (might, will), and first conditional (If I..., I will...).

Try Google Slides, PowerPoint, or paper cards.

4



Present your cards/ slides to the class!

Tips: Practice, speak clearly, make eye contact, smile, and don't read!

- Review each option and steps. Use gestures to get the meaning across.
- Have students choose a unit task to complete. Allow students to work individually, in pairs or small groups.
- Monitor their work and give help or suggestions when needed.

Stop & Check your Progress in Unit 5!

I can talk about how important future goals are to me.

- I plan to work for a big company.
- It's important to have lots of money.
- Having a lot of money doesn't matter to me.

☐ I'm great at this! ☐ I want more practice!

I can give warnings and advice about what will happen using if.

- **If** you work hard, you **will go** far.
- **If** you give up, you **won't** improve.
- Your English **will improve** if you watch a lot of English movies!

☐ I'm great at this! ☐ I want more practice!

- 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? Check how you feel.
- Give students time to do the self-assessment. Answer any questions they may have about the language.

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Unit 5 The future is ours!

Audio Scripts

Spotlight

Narrator: Spotlight. Listen to the teens talk about what they want to do in the future. Tick their goals.

Narrator: Luca

Luca: My future goals? Well, I know I want to go to university. I'm interested in business, but I don't think I want to work for a big company. My parents own a restaurant. So, I'll probably work there and own the business someday.

Narrator: Hidaya

Hidaya: I'm not sure what I want to do in the future. I like working with children, so I might study education at university. I think I'd like to become a teacher. I know teachers don't make much money, but that's not important to me. I want to have a job that I love.

Narrator: Charles

Charles: I'm graduating from university soon, and I have great plans. This summer I'm traveling to Europe with some friends. We're staying in Italy for a month! I hope to study Italian. After I get home from the trip, I'll start looking for a job. I hope to find a job working outdoors.

Lesson 1

A Use Vocabulary: Future Goals and Plans

Narrator: Listen and check your answers.

1. Attend university – H
2. Get married – I
3. Become a professional athlete/artist/musician – F
4. work study/live abroad – J
5. own a business – E
6. work for an international/big/gaming company – D
7. have a career as a farmer/writer/teacher – L
8. do community service – B
9. move to the city/countryside – C
10. own a home/car – K
11. travel the world – A
12. make a lot of money – G

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Lesson 2

A Use Vocabulary: Areas of Study

1. Listen and repeat.

Electronics
Business
Hospitality
Carpentry
Journalism
Graphic Design
Electrical
Construction
Medicine
Law
Auto Mechanics
Education
Computer Science
Engineering
Agriculture
Plumbing

B Listen

1. Narrator: Listen to teens talk about their futures. What careers do they mention?

Taha: I love learning new things. I also enjoy meeting people. I'm very organized and good at working on teams. I am creative when solving problems. In the future, I want to be a hotel manager, or maybe own a restaurant.

Orla: I am a good student and learn new things fast. I am also good with my hands and like fixing things. I don't want to go to university. I want to learn a useful trade. One day, I want to build things, especially my own house.

Zhor: I like studying and learning about the past. I'm good at remembering facts and finding information. I'm also careful and notice small details. I'm really interested in ancient art. I'd love to work at a museum someday and maybe write a book about ancient Moroccan handicrafts.

2. Narrator: Listen again. Complete the notes about the teens' skills and dreams.
Same script will play.

Lesson 3

B Read and Listen to the Story

See the story in the student book.

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Lesson 4

A Read

2. Listen and read the poem. Were your guesses right?
See the poem in the student book.

Lesson 5

No audio scripts.

Lesson 6

B Use Grammar in Context: In, At, On with Time

5. Listen and check your answers.

Achraf: Hey, Douae!
Douae: Hi! We're still meeting at the mall **on** Wednesday, right?
Achraf: Yes, I'll see you **at** five o'clock, in front of the food court.
Douae: Great. Oh! Remember Paul's party **in** the evening. You're coming, right**?**

Izza: Hi, Ghita! It's so hot **in** summer. Let's go for ice cream **on** the weekend.
Ghita: I'm sorry, I can't. I'm visiting my cousins in Kenitra.
Izza: Fun! Well, how about going **on** Monday?
Ghita: Sure! I have a guitar lesson **at** noon. Let's go after that.
Izza: Cool. Let's meet at Café Ice Cone at 3:00.

Lesson 7

A Speak

1. Listen as you read.

Boy:

Someday I want to be an **AI Specialist**. Before that, I think I'll **climb Mt. Everest**. I'll also definitely **try skydiving**. And I'll hopefully **play for the national football team**. After that, I think I'll **own my own company** someday.

Girl:

Someday I hope to **write a book**. And I think I'll **live abroad** and **become a social media star**. After that, maybe I'll **become a professional gamer** or **perform in an international movie**. Oh, and I'll definitely learn something new – like scuba diving! I'll have an amazing life, and **go scuba diving** whenever I have free time...

Lesson 8

A Listening

Narrator: Listen to Najib and Fatima talking about their future plans. Tick the correct answers. You will hear the recording two times. Before you listen, you have 30 seconds to read the questions. (30 second pause). Now listen.

Najib: Hi Fatima. I can't believe we are almost in high school!
Fatima: I know. We only have a few more months of middle school. I'm excited for our future.
Najib: What's your plan after high school?
Fatima: I want to go to university.
Najib: What do you want to study?

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Fatima: I used to want to go into fashion design, but I love helping children. I want to have a career in education.
Najib: That's great. We always need good teachers!
Fatima: True! I know I won't make a lot of money but that's OK. Money doesn't matter to me. I want to enjoy my career. How about you?
Najib: Well, my family owns a hotel so I will definitely work there. Before that, my parents want me to study hospitality and tourism in university.
Fatima: That's cool.
Najib: Yes. I'm excited about it. But what I really want is to travel the world!
Fatima: Why don't you study abroad in the United States? You can improve your English and learn about the tourism business. Then your family's hotel could cater to more English speaking clients.
Najib: Good idea. I really like helping tourists.
Fatima: Yes. You should plan tours for them when they stay at your hotel.
Najib: Good idea. Our hotel could offer tours of famous places around the country.
Fatima: Sounds like a great plan!

Narrator: Now listen again and check your answers. (Conversation will repeat.).
Narrator: That is the end of the listening test. Now move to Part B of the test.

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Performance Standards:
Grade 9 Can-Do Framework

Listening Can Do

Note: Vocabulary range and grammar complexity expectations are described in the Lexical & Grammar Scope section. These apply across all four skills.

Strand	A2.2 (Mid A2) End Y3 (G9) Target	A2+ (incipient B1) Exceeds Y3 (G9) Target*
Retrieve	Can understand most details in short, clear speech (classroom talk, short stories, instructions) without needing repetition.	Can catch main ideas and supporting details in short, connected speech on familiar topics without strain.
Interpret	Can understand gist and details in short talks and everyday conversations; can follow simple comparisons or explanations.	Can follow short, connected speech with clear organization; understands gist, details, and some implied meaning in familiar contexts.
Evaluate	Can express a simple opinion about whether an action/idea in a listening text is good or not, giving a reason or example.	Can comment on whether an idea or action in a short listening text makes sense, giving reasons; may begin to compare ideas.
Apply	Can use information from short talks or conversations to complete a task (fill in a simple chart, follow steps to solve a class task).	Can apply information from short connected speech to make a simple plan, choice, or problem-solving decision in a classroom or familiar context.

*A2+ descriptors represent a stretch beyond the G9 exit target. They indicate emerging B1 performance but are not required outcomes for all learners.

Speaking Can Do

Note: Vocabulary range and grammar complexity expectations are described in the Lexical & Grammar Scope section. These apply across all four skills.

Strand	A2.2 (Mid A2) End Y3 (G9) Target	A2+ (incipient B1) Exceeds Y3 (G9) Target*
Fluency & Coherence	Can speak in connected sentences with detail; uses a range of simple connectors (because, when, after that); pauses do not usually disrupt meaning.	Can sustain short stretches of connected speech with extra detail; uses a wider range of connectors and organizing words (first, next, later, finally); occasional hesitation but communication is smooth.
Interaction (interactive communication)	Can sustain exchanges with detail; consistently asks follow-up questions and uses body language (eye contact, nodding) to engage.	Can extend topics with extra detail without prompting; confidently maintains interaction with follow-up questions, functional expressions, and natural reactions.
Vocabulary (lexical range)	Can use everyday, topic, and some familiar academic words with growing variety; can rephrase or use synonyms to avoid repetition.	Can use a good range of everyday and topic-specific words with flexibility; can choose between words for precision in familiar contexts.

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Grammar & Functions	Can use present, past, and future mostly consistent control; can produce some basic complex sentences (because, when); uses functional expressions for opinions, advice, and suggestions.	Can use mostly correct simple and basic complex sentences; stretches to use more advanced forms (comparatives, simple passives) with some slips; uses functional expressions flexibly.
Pronunciation (phonological control)	Can pronounce familiar words clearly and use stress/intonation to help express meaning; occasional slips do not affect understanding.	Can pronounce almost all familiar words clearly; rhythm and intonation sometimes natural; minor slips never affect understanding.

*A2+ descriptors represent a stretch beyond the G9 exit target. They indicate emerging B1 performance but are not required outcomes for all learners.

Reading Can Do

Note: Vocabulary range and grammar expectations are described in the Lexical & Grammar Scope section.

Strand	A2.2 (Mid A2) End Y3 (G9) Target	A2+ (incipient B1) Exceeds Y3 (G9) Target*
Retrieve	Can find most details in short connected texts (letters, blog posts, simple articles) without needing support.	Can retrieve main ideas and supporting details in short connected texts on familiar topics with little effort.
Interpret	Can understand gist, details, and basic organization in short texts; can interpret simple explanations or reasons.	Can follow short connected texts with clear organization; understands gist, details, and some implied meaning in familiar contexts, including simple charts/graphs.
Evaluate	Can give a simple opinion on an idea or action in a text (e.g., "I think it is a good idea because...").	Can comment on whether an idea in a text makes sense and explain briefly why; may begin to compare ideas.
Apply	Can use information from connected texts (letters, blog posts, instructions) to complete a chart, match information, or make a plan.	Can apply information from short connected texts to make a simple plan, choice, or problem-solving decision, sometimes combining ideas from more than one source.

*A2+ descriptors represent a stretch beyond the G9 exit target. They indicate emerging B1 performance but are not required outcomes for all learners.

Writing Can Do

Note: Vocabulary range and grammar expectations are described in the Lexical & Grammar Scope section.

Strand	A2.2 (Mid A2) End Y3 (G9) Target	A2+ (incipient B1) Exceeds Y3 (G9) Target*
Task Completion	Can write a connected paragraph that fully addresses a prompt, with relevant detail.	Can write a well-developed paragraph on a familiar topic, adding extra detail and some elaboration.

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Organization & Coherence	Can organize writing clearly; uses a range of connectors and sequencing/ organizing words (because, when, after that, in the morning, finally).	Can organize a paragraph with logical flow; uses a wider range of connectors and sequencing/organizing words to develop ideas smoothly.
Grammar & Functions	Can produce mostly correct simple and some basic complex sentences (because, when); consistent control of present, past, and future; can use functional language for opinions, advice, and suggestions.	Can produce mostly correct simple and basic complex sentences; sometimes stretches to attempt more advanced forms (comparatives, simple passives) with some slips.
Vocabulary (lexical range)	Can use everyday, topic, and some familiar academic/global words with growing variety; can rephrase to avoid repetition.	Can use a good range of everyday and topic-specific words flexibly; can choose words for more precise meaning in familiar contexts.
Mechanics (capitalization, punctuation, spelling)	Can consistently begin all sentences with a capital and end with correct punctuation; Can spell familiar-topic words (e.g., culture, health, education) mostly correctly though occasional slips remain; may begin to use commas (lists, longer sentences).	Can consistently use capitals and sentence punctuation correctly; spelling of familiar-topic words almost always correct; attempts at commas show emerging control.

*A2+ descriptors represent a stretch beyond the G9 exit target. They indicate emerging B1 performance but are not required outcomes for all learners.

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GUIDE TO USING THE "WHAT DO YOU REMEMBER? DIAGNOSTIC TEST

Introduction: Why This Test Matters

The "What Do I Remember?" diagnostic test is the starting point of the English Spotlight 3 Welcome Back unit. Its purpose is to give both you and your students a clear picture of their current skills before beginning Grade 9 content. It helps answer three important questions:

- What do students already know?
- What can they do well?
- What needs more review and practice?

This is not a high-stakes exam. Instead, it is a classroom tool designed to support learning. Research on effective language teaching shows that early, low-stakes assessment—combined with timely, targeted feedback—helps close learning gaps quickly and builds confidence.

By using the results effectively, you can:

- Focus whole-class time on areas that need the most attention.
- Plan small-group or individual support.
- Help students set goals and track their own progress.

This appendix will guide you through:

- The structure of the test and what it assesses
- How to conduct and score the test
- How to interpret global and section scores
- Practical strategies for using the results in your teaching
- Writing scoring rubric
- Samples of student writing and scoring with the rubric

The Structure of the Test and What It Assesses

The diagnostic test is designed to:

- Check retention of key Grade 8 language and skills.
- Identify strengths and weaknesses in listening, reading, vocabulary, grammar, pre-writing, and writing.
- Measure readiness for Grade 9 curriculum goals.
- Provide a baseline to compare progress later in the year.

It aligns with the Grade 8 Moroccan Middle School English curriculum and the CEFR, targeting primarily A1 to early A2 skills, while gradually introducing selected mid-A2 elements to support progression. The test is therefore both diagnostic and developmental: it benchmarks students' current level and provides a bridge toward the skills and competences required in Grade 9.

The table below outlines the parts of the test, time allocated for each part, and what the test assesses. The total test time is 1 hour and 35 minutes, so it is recommended that it be delivered over two class periods at the start of the school year.

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English Spotlight 3: "What do you remember" Diagnostic Test Parts			
Parts of the Test: Skill Areas	**Time**	**Max points**	**Content and what it assesses**
Listening	15 minutes	12	Six short two-person conversations (4–6 lines). Gist and simple detail questions. **Assesses:** Basic A1/A2 listening comprehension. **Does not assess:** B1-level listening.
Vocabulary	30 minutes	18	Mix of picture-supported items (A1/early A2) and word-only items (A2). **Assesses:** Everyday vocabulary recognition and recall.
Grammar		28	Sentence and conversation completion covering sentence structure, verb forms, pronouns, determiners, comparatives, and modals. **Assesses:** Controlled sentence-level grammar. **Does not assess:** Extended grammar use in writing/ speaking.
Reading	20 minutes	10	One narrative text + one conversation with comprehension questions. **Assesses:** Understanding of main ideas and details on familiar topics. **Does not assess:** B1-level/extended reading.
Writing	30 minutes	24	**Pre-writing (Tasks 1-3):** Foundational mechanics (capitalization, full stops, question marks), word order, and paragraph order. **Assesses:** Pre-writing skills. **Does not assess:** writing proficiency (ability to write a sentence or connected sentences to communicate).
		30	**Writing (Task 4):** Write a series of 4-6 (more is okay) connected sentences. **Assesses:** Writing proficiency at early Upper A1/A2 level – the ability to write simple, linked sentences (e.g., "On Saturday mornings, I play football with my friends. After lunch, I usually watch a movie or help my parents clean the house. In the evening...). Assessment covers task completion, content/ideas, vocabulary, grammar/sentence structure, basic organization, and mechanics.
Total points: 123 **Total time: 1 hour and 35 minutes (recommended two class periods)**			

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Why timing matters

All sections are timed to reflect typical classroom conditions and to measure **automaticity**—the ability to use language quickly and accurately in real situations. Reasonable time limits do not disadvantage students; instead, they provide a clearer picture of fluency, which is essential for real-life communication.

Some students may work slowly but accurately and not finish a section. This is valuable information: it shows where they may need more practice to build speed and confidence. The goal is not to penalize them but to understand what they can do within realistic time limits.

How to Conduct and Score the Test

Detailed guidance for administering the diagnostic test is provided in the **Welcome Back unit** of this Teacher's Guide. It includes step-by-step instructions for:

- Explaining the purpose of the test clearly to students
- Creating a positive and relaxed environment
- Conducting each part of the test within the specified time limits

The full test requires **two lessons (95 minutes total)**, usually delivered across two class periods.

Teachers may either:

- Collect and mark all sections themselves, **or**
- Involve students in a structured, guided test-marking process (for all parts except the final writing task).

⚠️ **Important:** The final writing task (Task 4) must be assessed by the teacher using the rubric provided in this appendix. At this stage, students do not yet have the experience needed to accurately evaluate a written piece of work.

At the end of this appendix, you will find:

- A diagnostic test-specific **writing rubric** aligned to Grade 9 expectations
- A simplified student-friendly rubric you can give students to self-assess
- **Samples of student writing** scored with the rubric

These tools will help you evaluate students' current writing skills consistently and plan strategies to support their continued growth.

How to interpret global and section scores

Once you have scored all the tests, the results become your **roadmap for the year**. They show you both the "big picture" of overall readiness and the details of where to focus review.

- **Global scores** provide a snapshot of a student's overall readiness for Grade 9.
- **Section scores** highlight specific strengths and areas for growth in listening, vocabulary, grammar, reading, pre-writing, and writing.

These scores are not meant for ranking or labeling students. They should never be used to compare students against each other or assign grades. Instead, the scores serve as a **planning tool** to guide your instruction and support student learning. By looking carefully at both the global score and section scores, you can:

- Identify strengths your students already have and build on them.

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- Pinpoint areas of weakness that need review, reinforcement, or extra practice.
- Adjust lesson pacing so you spend more time on concepts the class finds challenging.
- Plan targeted support for small groups or individuals who need it.
- Encourage students to reflect on their results, set realistic goals, and take responsibility for their learning.

💡 **Key Point:** Research shows that building on strengths—not only remediating weaknesses—boosts motivation and often leads to improvement across other areas as well.

Global Scores – Where students are now

Total Points Range	Approximate CEFR level	Moroccan Middle School Curriculum Level
86-123	Mid-A2 level	Above targeted G9 entry level
38-85	Upper A1/early A2	Meets targeted G9 entry level
0-37	Pre-A1/A1	Below targeted G9 entry level

Section Scores – Which skills to focus on

Section	Total Points	Pre-A1/A1 Level Points (below targeted G9 entry level)	Upper A1/early A2 level Points (meets targeted G9 entry level)	Mid-A2 level Points (above targeted G9 entry level)
Listening	12	0-3	4-7	8-12
Vocabulary	18	0-4	5-12	13-18
Grammar	28	0-7	8-19	20-28
Reading	10	0–3	4–7	8–10
Pre-writing	25	0–6	7–15	16–25
Writing	30	0–18	19-26	27-30

Practical Strategies for Using the Results in Your Teaching

Diagnostic scores provide **a clear starting point for the school year**. They highlight areas of strength across the class and indicate where individual students may require additional review or support. The steps below outline how to translate these results into effective instructional actions.

Step 1: Analyze Results (Error Analysis)

- Begin by carefully reviewing the test papers. Error analysis helps you see which language points caused the most difficulty and should be prioritized in the first weeks.
- Score all tests and tally incorrect responses.
- Identify items that many students missed and target those points for intensive review using the **Welcome Back** activities.
- Prioritize these language points in your first 4–6 weeks of lessons.
- Reassess one skill area (or more, as needed) after a review cycle to measure progress.

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- Where a generalized or recurring error cannot be easily interpreted or its source identified, consider interviewing students or teachers to determine whether it stems from cultural influence or transfer from another language or dialect. Alternatively, design a short diagnostic activity or specific test item to focus on this area and better understand why it occurs.

Step 2: Share Results with Students

Involving students in the process boosts ownership and motivation. Sharing their scores in a supportive way helps them recognize strengths and set realistic goals.

- Use Post-test Activities F and G (p. 17) to help students compile an overview of their results and set personal learning goals.
- Encourage students to track their progress over time—research shows this strengthens persistence.
- Celebrate what students already do well; building on strengths supports improvement in other areas.

Step 3: Targeted Support by Skill Area

Once you know which areas need attention, focus review where it is most needed. The strategies below can be used in the first 4–6 week review period and revisited later in the year.

If Listening Scores Are Low

- Use review activities on pp. 18–26 of the Welcome Back unit.
- Practice listening for both the gist (main idea) and details using short, level-appropriate audio texts.
- Include daily "mini-listenings" (e.g., teacher-read conversations).
- Teach simple note-taking strategies.
- Provide transcripts or scripts for follow-up reading and highlighting of key words.
- Model "think-aloud" strategies to show how good listeners identify clues.
- Encourage extensive listening outside class (graded podcasts, stories, songs).

If Vocabulary Scores Are Low

- Review topic-based vocabulary using Grade 8 Student Book lists.
- Have students create flashcards for missed words.
- Play games (Concentration, Pictionary, Word Guess/Headbands).
- Reuse ILAB vocabulary activities.
- Use quiz tools (Blooket, GimKit, Kahoot) for recycling.
- Integrate new vocabulary into short speaking or writing tasks (e.g., "Use 3 of these words in a short dialogue").
- Assign short, fun vocabulary challenges for homework (e.g., "Use 5 of today's words in a text message to a classmate").

If Grammar Scores Are Low

- Target high-error grammar points (from error analysis).
- Review with Grammar Summary Charts in the Grade 8 Student Book.
- Practice sentence-completion or transformation tasks.

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- Assign review activities from the Grade 8 Student Book or ILAB.
- Integrate grammar practice into speaking and writing tasks.
- Use quick diagnostic mini-quizzes to check understanding of specific grammar points.
- Provide guided practice first (controlled exercises) before moving to freer practice.
- Encourage peer correction in pair or group work to raise awareness of errors.
- Ask students to create short dialogues or role plays that include the target grammar.

If Reading Scores Are Low

- Pair students for read-alouds or choral reading.
- Pre-teach key vocabulary.
- Ask comprehension questions on main ideas and details.
- Have students retell texts with sentence frames.
- Encourage daily short reading at home (10–15 minutes at student's level).
- Use graphic organizers (story maps, Venn diagrams, sequencing charts) to support comprehension.
- Model "think-aloud" strategies to show how good readers make predictions, clarify, and summarize.
- Assign jigsaw reading tasks so students read different parts of a text and share information.
- Build stamina gradually with short, engaging texts before moving to longer texts. Make use of extra stories in the Student Book (including extra DEAR stories in the back).

If Pre-Writing Scores Are Low

Review basics: capitals, punctuation, question marks, spelling of high-frequency words.

- Play "spot and correct" games for mechanics.
- Practice ordering jumbled sentences or paragraphs.
- Model and identify topic sentences in paragraphs.
- Use short editing tasks where students correct simple texts.
- Encourage peer-checking for mechanics in pairs.

If Writing Scores Are Low

- Use this rubric (see at end of this guide) to guide practice and feedback.
- Focus on connectors (and, then, because) and organizing words/phrases.
- Include frequent 5-minute quick writes (e.g., "Describe a picture," "Write about your day," "Write three sentences about your weekend," etc.).
- Assign short writing tasks with clear success criteria.
- Use peer review before submission.
- Provide sentence starters or writing frames to support organization.
- Have students keep a simple weekly journal for consistent practice.

Teacher Tip: The Grade 8 ILAB offers reinforcement in vocabulary, grammar, and skills. During the review period—and later as needed—assign Grade 8 ILAB activities alongside classwork to strengthen weak areas without having to repeat instructions. In addition, assign Grade 9 ILAB activities and follow up on students' work regularly throughout the year.

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Step 4: General Support Strategies

Broader approaches support steady progress for all learners and create an inclusive environment.

- Pair stronger students with peers for specific activities.
- Use multi-modal practice (visual, auditory, kinesthetic) and integrate skills (e.g., apply new vocabulary in speaking and writing).
- Track progress through formative assessments, observation checklists, and student self-reflection tools.
- Encourage a growth mindset: praise improvement, persistence, and effort—not just accuracy.
- Use collaboration strategies such as peer review, "study buddies," or small-group projects.
- If support staff are available, pull small groups while the class works independently.
- Differentiate tasks by offering scaffolds such as sentence starters, word banks, or guiding questions.
- Offer choices in activities or products (e.g., write a paragraph, make a poster, record a short video) to engage different learning styles (UDL practices).
- Integrate regular reflection activities (e.g., "Two things I did well, one thing I want to improve") to help students take ownership of learning.

Step 5: Extend Beyond the Classroom

Encourage practice outside of class to reinforce learning. Short, regular activities build fluency and confidence. Here are ideas you can give students for more practice outside of the classroom:

- Encourage regular reading at home (graded readers, children's stories, short poems).
- Assign selected review from the Grade 8 Student Book and ILAB.
- Invite students to read the extra DEAR stories in their Student Book.
- Provide extra practice with simple worksheets or online games for fluency.
- Suggest students keep a short daily journal (3–4 sentences) in English about their day.
- Encourage listening to short English podcasts, songs, or stories for enjoyment.
- Ask students to label objects at home (desk, door, chair) to reinforce vocabulary.
- Encourage speaking practice by retelling a story or summarizing a video to a family member or friend.
- Suggest pair or group projects outside class (e.g., making posters, short videos, or dialogues).
- Recommend free language apps for vocabulary and grammar practice.
- Encourage students to watch age-appropriate English movies or shows with subtitles.
- Suggest they form study circles or "buddy pairs" to practice new words and expressions weekly.
- Invite them to teach a new word or phrase to someone at home, reinforcing recall.
- Provide short challenges (e.g., "Use these three new words in sentences this week").

Teacher Notes

- Focus review on the most frequently missed points or areas of difficulty.

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- Incorporate varied modalities (listening, speaking, reading, writing) to support different learning styles.
- Integrate skills wherever possible (e.g., listen for new vocabulary, then apply it in writing or speaking).
- Celebrate effort and progress regularly to keep students motivated and confident.
- Provide quick formative checks (exit tickets, mini-quizzes, peer feedback) to track ongoing learning.
- Encourage learner responsibility by involving students in self- and peer-assessment.

Closing Note

Early, targeted review closes gaps quickly. Sharing results helps students take ownership, and building on strengths creates confidence that drives progress in weaker skills.

Writing Rubric and Student Samples – How to Use These Tools

This section provides three resources to help you assess and support students' writing skills:

1. The Teacher Rubric (15 points, doubled to 30)

- **What it is:** A detailed scoring tool for assessing each student's extended writing task. It gives greater weight to key criteria such as task completion, content/organization, vocabulary, and grammar. Mechanics are rated, but less heavily, as students are expected to have mastered the basics by Grade 7.
- **How to use it:** Score students' writing fairly and consistently. Use the rubric not just to assign a number, but to guide feedback. Point out one or two strengths and one or two areas to improve so students know what to work on next.

2. Student Writing Samples (with scores)

- **What they are:** Real samples of student work at different levels, scored with the rubric. Each sample includes an explanation of why it received that score.
- **How to use them:** Use these examples to calibrate your marking and check your judgments against the rubric. You can also show selected samples to students to model what stronger writing looks like, or to highlight common areas for improvement.

3. The Student-friendly Rubric (Checklist)

- **What it is:** A simplified version of the rubric in easy language, designed as a checklist for students.
- **How to use it:** Give students the checklist before or after writing tasks. They can use it for self-assessment ("Did I use linking words?") or peer review. This helps them take more ownership of their writing and understand how their work will be assessed.

💡 **Final Tip:** Together, these three tools give you both a teacher framework for consistent scoring and student-friendly supports for learning. Use them side by side:

- Teacher rubric → for formal scoring and structured feedback
- Writing samples → for calibration and modeling
- Student-friendly rubric → for student goal-setting and reflection

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Start-of-G9 Diagnostic Test Writing Rubric (Part E, Task 4)

Criteria	4 pts	3 pts	2 pts	1 pt	0 pts
Task Completion (max 4)	☐ Fully answers all 3 parts of the task (at least one place to visit, one thing to see/do, one food to try) **with some detail**.	—	☐ Answers all parts, but detail is minimal.	☐ Responds to only 1–2 parts of the task OR ideas are very short.	☐ No attempt or off-topic.
Content & Organization (max 3)	—	☐ Clear main idea; suggestions have some detail; ideas are in a logical order. Uses a few basic linking words (*and, then, also*) or organizing words.	☐ Clear main idea but very few details; order is partly clear.	☐ Main idea unclear OR ideas are in random order.	☐ No relevant content or order.
Vocabulary (max 4)	☐ Uses a range of everyday words plus topic-specific vocabulary (names of cities, foods, activities).	—	☐ Uses some topic words but repeats words or uses limited variety.	☐ Uses only basic, common words; little or no topic vocabulary.	☐ Vocabulary unrelated to the topic or too limited to communicate.
Grammar (max 3)	—	☐ Mostly correct simple sentences; uses common structures for advice and suggestions and/ or imperatives.	☐ Some correct sentences; may try advice/ suggestion structures or imperatives with errors.	☐ Many errors; mostly single words or incomplete sentences; little use of advice/ suggestion structures or imperatives.	☐ Errors prevent understanding.
Mechanics (max 1)	—	—	—	☐ All sentences start with capital letters and end with punctuation; spelling errors are frequent.	☐ One or more sentences do not start with a capital letter OR end with punctuation.
Total Points: _____ / 15 x 2 = _____**/ 30 points**					

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Examples of Student Writing: How they are Marked with the Diagnostic Test-specific Rubric

CEFR Level	Pre-A1 below G9 entry-level target range	A1 very near G9 entry-level target range	Early A2 (between A1 & A2) meets G9 entry-level target range	Mid A2 end-of-year target level for G9
Student writing sample	hi hans my name is sara I from Morocco. visit Marrakech is good. couscous is good food.	Hi Hans. My name is Sara. I am from Morocco. You can visit Marrakech. Eat couscous it is good food in Morocco.	Hi Hans. My name is Sara and I'm from Morocco. You should visit Marrakech. The main square is very busy and fun. You can also see the old medina in Fes. For food, try couscous on Friday and tajine any day. Welcome to my country!	Hi Hans! My name is Sara and I'm from Morocco. You should visit Marrakech because the main square is always full of music, people, and tasty street foods. I think you will enjoy walk in the old medina in Fes to see the colorfull shops and traditional crafts. Also, how about take a trip to Chefchaouen? It's a famous blue city in the mountins. For food, don't forget to try couscous on Friday with mint tea, and eat tajine any day of the week. I hope you and your family have an amazing adventure!
Assessment with rubric	**Task Completion (1/4)** – Mentions one place (Marrakech) and one food (couscous) only. No advice phrasing, no activity or "thing to do" beyond naming a city. **Content & Organization (1/3)** – Main idea is somewhat clear (a welcome + mention of Morocco) but ideas are short and lack detail; no clear flow. **Vocabulary (1/4)** – Uses very basic words; only one topic-specific place and one food. No variety. **Grammar (1/3)** – Several errors in sentence structure ("I from Morocco," "visit Marrakech is good"); no advice or suggestion forms; mostly incomplete/simple forms. **Mechanics (0/1)** – Missing starting capitals; some end punctuation missing. **Total: 4 x 2 = 8 / 30 points**	**Task Completion (2/4)** – Mentions one place (Marrakech) and one food (couscous) with basic advice ("You can visit..."). Does not address "things to see or do" beyond naming a place and food. **Content & Organization (2/3)** – Ideas are in a basic logical order (greeting → introduction → place → food) but lack detail or description. **Vocabulary (2/4)** – Uses a few topic-related words (Marrakech, couscous) and a simple advice phrase ("You can..."), but overall variety is limited. **Grammar (2/3)** – Mostly correct simple sentences; uses "You can..." advice form, but no other suggestion forms. Sentence range is short and simple. Mechanics (1/1) – Starting capitals and end punctuation in every sentence. The last sentence is a run-on and would need additional punctuation for accuracy, but it still meets the start capital/end punctuation criteria. **Total: 9 × 2 = 18 / 30 points**	**Task Completion (4/4)** – Responds fully to all parts of the task: gives advice on places to visit (Marrakech, Fes), things to see/do (main square, old medina), and foods to try (couscous, tajine). **Content & Organization (3/3)** – Clear and logical flow (greeting → introduction → place + reason → second place → food → closing) with some added detail to support ideas. **Vocabulary (3/4)** – Uses a range of topic-specific words (main square, old medina, couscous, tajine) and advice forms ("You should...", "You can..."). Could add a little more descriptive or varied vocabulary for a top score. **Grammar (2/3)** – Mostly accurate simple sentences; good use of two advice forms; minor issues with sentence variety (mostly short, simple structures). **Mechanics (1/1)** – Correct starting capitals and end punctuation in all sentences. **Total: 13 × 2 = 26 / 30 points**	**Task Completion (4/4)** – Fully responds to all parts of the task with advice on places (Marrakech, Fes, Chefchaouen), activities (walk in old medina, see shops/crafts, take a trip), and foods (couscous, tajine, mint tea). **Content & Organization (3/3)** – Clear, logical structure with linking words (because, I think you will..., Also). Includes enough descriptive detail to engage the reader. **Vocabulary (4/4)** – Wide range of topic-specific vocabulary (main square, old medina, traditional crafts, blue city, mint tea) and some descriptive words (colorfull, tasty, famos). Takes a "risk" with adventure (less accurate than "trip" or "holiday" here but shows stretch). **Grammar (3/3)** – Mostly correct simple and compound sentences; variety of advice/ suggestion forms (should, How about, don't forget to, I think you will...). Minor error in verb form (enjoy walk, how about take) does not hinder meaning. **Mechanics (1/1)** – A few spelling mistakes (colorfull, mountins), but meaning is clear. Capitals and punctuation are correct. **Total: 15 × 2 = 30 / 30 points**

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Student Rubric for Self-assessment for the Diagnostic Test

✍️ Stop & Check My Writing

1. Task Completion (max 4)

- ✅ I answered **all 3 parts** of the task (place to visit, thing to do, food to try).
- ✅ I gave **some details**, not just one word answers.

2. Content & Organization (max 3)

- ✅ I have a **clear main idea**.
- ✅ My ideas are in a **logical order**.
- ✅ I used **linking words** (and, then, also, because).

3. Vocabulary (max 4)

- ✅ I used a **good variety of words**.
- ✅ I included **topic words** (cities, foods, activities).
- ❌ I didn't just repeat the same words again and again.

4. Grammar (max 3)

- ✅ I used **simple sentences correctly**.
- ✅ I tried using **advice or suggestion forms** (You should..., Let's..., Try...).
- ❌ My sentences are not full of mistakes.

5. Mechanics (max 1)

- ✅ I used **capital letters** at the start of sentences.
- ✅ I used **punctuation** at the end.
- ✅ I checked spelling of common words.

Total: _____ / 15 → x2 = _____ / 30

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Interactive Speaking Assessment Rubric – Teacher Reference

(For conversations, discussions, or role-plays — not prepared monologues, talks, or conversations)

Scope: Descriptors apply to speaking on familiar, everyday, and personally relevant topics, including familiar academic/school subjects in G7-9 curriculum. Prompts should not require students to address unfamiliar or abstract topics without support. Fluency expectations are relative to the level — even at A2+, pauses and self-correction are normal in familiar-topic conversation.

Criteria	4 points (A2+) exceeds G9 exit target	3 points (Mid A2) meets G9 exit target	2 points (Upper A1/A2) approaches G9 exit target	1 point (PreA1/A1) does not meet G9 exit target	0 points
Fluency & Coherence	Speaks on familiar topics with only occasional pauses to plan; connects ideas with some consistency using a range of simple linking words; adds extra detail spontaneously. Hesitation is present but does not disrupt communication.	Speaks with some hesitation and pauses when searching for words or ideas, but can keep conversation going; connects ideas with basic linking words and occasional detail.	Frequent hesitation and pauses; communication is often fragmented; struggles to connect ideas beyond short responses.	Long pauses and hesitation cause breakdowns; listener must wait or prompt repeatedly for the speaker to continue.	Silence/no response, responds with isolated words or recites something (a sentence, poem, or song, for example) unrelated to the prompt; pronunciation is entirely intelligible, responds in another language.
Interaction (interactive communication)	All of the features of 3 points, **plus extends topics with relevant detail without prompting**. Consistently uses a variety of follow-up questions, functional expressions, and body language (e.g., eye contact, nodding, smiling) to maintain partner engagement.	Actively engages partner(s) on familiar topics; asks some follow-up questions; shows interest through eye contact, facial expressions, or short reactions; responds naturally but may need prompting to extend the topic.	Sometimes engages partner(s) on familiar topics but may forget to ask questions or show interest consistently; often responds briefly without extending the conversation.	Rarely engages partner(s); gives very short answers or responses unrelated to the topic; does not show interest or react to what is said.	
Vocabulary (lexical range)	Uses a good range of everyday vocabulary and some topic-specific words from familiar academic or school subjects encountered in class; can rephrase and use simple synonyms to avoid repetition. Vocabulary choice supports clear communication within familiar contexts but is not extensive for less familiar or abstract topics.	Uses a range of everyday vocabulary and some familiar academic/topic-specific words; can rephrase if needed.	Uses mostly familiar words; limited variety; sometimes repeats.	Very limited vocabulary; frequent repetition; often cannot find words	
Grammatical Range & Accuracy	Mostly correct simple and some basic complex sentences; good control of basic tenses (present, past, future) and functional expressions (opinions, advice, suggestions) used in familiar contexts.	Mostly correct simple sentences; some control of basic tenses and functional expressions in familiar contexts.	Some correct simple sentences but errors are frequent; limited control of tenses and functional expressions.	Many errors that make meaning unclear; uses mostly single words or phrases.	
Pronunciation (phonological control)	Clear pronunciation of almost all familiar words; rhythm and intonation are sometimes natural and help convey meaning, though not consistent; occasional minor slips never affect understanding.	Pronounces most familiar words and sounds clearly; meaning is always clear without repetition; some use of stress and intonation to help express meaning.	Generally understandable, though some words/sounds are unclear; stress and intonation are mostly flat or inconsistent; listener can still follow without much difficulty.	Frequent unclear pronunciation makes it hard to understand; listener often needs repetition.	

Total Possible Score: 20 points

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Speaking Rubric Scores, Levels & Instructional Support Guidance

Rubric Score Range	Approx. CEFR Level	G9 Exit Level Target	Performance summary	Instructional Support Needed to Advance
5–7	**Pre-A1**	Does not meet	**Mostly 1-point performances**. Produces isolated words or short, memorized phrases. Very limited vocabulary; minimal interaction; listener often needs to repeat or rephrase questions, even on familiar topics.	Build basic sentence patterns (SVO); expand high-frequency vocabulary for familiar topics; practice responding to simple follow-up questions.
8–10	**A1**	Does not meet	**Mix of 1- and 2-point performances.** Produces short, simple sentences on familiar topics with frequent pauses; uses basic vocabulary; responds to direct questions but rarely initiates or extends.	Increase length of responses with simple connectors (and, then); practice asking one follow-up question; expand vocabulary for everyday routines and people/places.
11–14	**Early A2**	Approaches	**Mostly 2-point with some 3-point performances.** Can manage short exchanges on familiar topics, uses some topic-specific vocabulary, and links ideas occasionally with basic connectors. Interaction and accuracy not yet consistent; still needs some prompting to extend topics.	Practice sustaining conversations for 3–4 turns; build range of familiar-topic vocabulary; use common functional expressions (likes/dislikes, simple opinions).
15–17	**Mid-A2**	Meets	**Mostly 3-point performances.** Sustains interaction on familiar topics; uses functional expressions and a wider range of everyday and familiar-topic vocabulary; mostly correct simple sentences with some control of basic complex forms; clear pronunciation with occasional slips.	Extend detail in responses; increase use of basic complex sentences (because, when, and); practice confident use of future forms (going to, will) in conversations.
18-20	**A2+**	Exceeds	**Mostly 4-point performances.** Meets all Mid-A2 features and extends topics with detail without prompting; handles conversations with ease on familiar topics; performance is confident, fluent, and well-organized within scope.	Build comfort with less-familiar but still accessible topics; expand vocabulary variety; practice spontaneous elaboration without preparation.

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Student Speaking Rubric – Stop and Check!
This is a rubric you can use with students after fluent-use speaking activities. You can adapt it to focus on specific language throughout Grade 9.

My Speaking Progress – Self-Check

Instructions: After speaking, tick the box that shows your level today.
👍 = The goal – good, I did it!
🌟 = I did it even better!
➡️ = Getting there - I'm still practicing this & that's ok!

Criteria	🌟 Exceeds (even better!)	👍 Good (my goal)	➡️ Getting There
Fluency & Coherence	☐ I keep talking, add ideas, and connect my sentences well.	☐ I can keep talking with some pauses and connect ideas with simple words (*and, but, because*).	☐ I pause a lot and my ideas are short or not always connected.
Interaction	☐ I ask questions, add details, and show interest all the time.	☐ I ask some follow-up questions, show interest, and usually keep the conversation going.	☐ I give short answers and sometimes forget to ask questions or show interest.
Vocabulary	☐ I use many everyday and topic words, and can say things in different ways.	☐ I use everyday words and some topic words; I can sometimes rephrase.	☐ I repeat the same few words and sometimes don't know what to say.
Grammar	☐ I use correct sentences in past, present, and future.	☐ I make simple sentences correctly and sometimes use past/ present/future.	☐ I make some correct sentences, but I often make mistakes.
Pronunciation	☐ My words are very clear, and I sometimes use intonation to show meaning.	☐ My words are clear; people can understand me without problems.	☐ Some words are unclear, but people can still follow me.

Total ticks at 👍 or 🌟 : _____ / 5

✍️ One thing I did well: _____

✍️ One thing I will try next time: _____

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Writing Assessment Rubric – Teacher Reference

Scope: All descriptors apply to writing on familiar, everyday, and school-related topics from G7-9. Prompts should not require learners to address unfamiliar or abstract topics without strong support. Errors are expected across all the levels of A1 and A2; performance is judged on what students can communicate effectively and consistently.

Criteria	4 points (A2+) exceeds G9 exit target	3 points (Mid A2) meets G9 exit target	2 points (Upper A1/A2) approaches G9 exit target	1 point (PreA1/A1) does not meet G9 exit target	0 points
Task Completion	Fully addresses all parts of the task; adds extra detail; ideas are clear, relevant, and connected.	Addresses all main parts of the task with some detail; ideas mostly clear and on-topic.	Responds to task but may omit one part or give minimal detail; ideas sometimes unclear.	Responds only partially; very short, fragmented, or off-topic.	Blank page/no response; copies the prompt or produces isolated words; writes memorized text unrelated to the task, response is entirely unintelligible or written in another language.
Organization & Coherence	Clear logical order; uses a variety of connectors (and, but, because, when) and sequencing/ organizing words (first, next, later, finally, in the morning, in the evening); develops topic with elaboration.	Generally logical order; some use of connectors (and, then, because) and a few sequencing words (first, then, after); some attempt at elaboration.	Basic order; limited connectors (mostly and/ then); ideas mostly listed; little use of sequencing words.	No clear order; ideas isolated or copied; lacks connectors and sequencing.	
Grammar & Functions	Mostly correct simple and some basic complex sentences; consistent control of basic tenses (present, past, future) and functional structures (giving reasons, expressing likes/dislikes, making simple suggestions, asking/answering questions). Errors minor.	Mostly correct simple sentences; some control of present, past, and future; some use of functional expressions but slips occur.	Frequent errors in simple sentences; limited control of tense; rarely uses functional language beyond formulaic phrases.	Many errors even in basic sentences; relies on isolated words, memorized chunks, or very short phrases.	
Vocabulary (Lexical Range)	Uses a good range of everyday and topic-specific words from class; attempts rephrasing or synonyms to avoid repetition; vocabulary supports clear expression.	Uses everyday vocabulary and some topic words; occasional repetition.	Limited vocabulary; mostly high-frequency words; frequent repetition; sometimes chooses words incorrectly.	Very limited vocabulary; relies on isolated words and memorized phrases; frequent word gaps.	
Mechanics (Spelling, Capitalization, Punctuation)	**All sentences** begin with a capital and end with correct punctuation. Spelling of common and familiar-topic words is mostly correct; occasional slips do not affect readability. Some emerging use of commas (lists, longer sentences).	**All sentences** begin with a capital and end with correct punctuation. Spelling of high-frequency and familiar-topic words is mostly correct; occasional slips do not affect meaning.	**Most sentences** begin with a capital and end with correct punctuation. Frequent spelling errors with less common words, but meaning usually clear.	Little control of capitals or sentence-end punctuation; many spelling errors even in high-frequency words; errors often make writing hard to read.	

Total Possible Score: 20 points

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Writing Rubric Scores, Levels & Instructional Support Guidance

Rubric Score Range	Approx. CEFR Level	G9 Exit Level Target	Performance summary	Instructional Support Needed to Advance
5–7	Pre-A1	Does not meet	**Mostly 1-point performances.** Produces isolated words or short memorized phrases. Little control of mechanics; frequent spelling errors; ideas not connected.	Build basic sentence patterns (SVO); practice capitalization + sentence-end punctuation; expand high-frequency vocabulary; write short, supported sentences.
8–10	A1	Does not meet	**Mix of 1- and 2-point performances.** Produces short simple sentences with frequent errors; ideas often listed with "and/then." Mechanics inconsistent; meaning sometimes unclear with very frequent spelling mistakes.	Increase sentence length; practice connectors (and, then); expand vocabulary for everyday routines; practice accurate sentence start/end.
11–14	Early A2	Approaches	**Mostly 2-point with some 3-point performances**. Can write a short connected paragraph with simple sequencing or organizing words/phrases. Uses familiar vocabulary; some correct functional expressions. Mechanics mostly correct, though a few spelling slips occur in high-frequency words/more in less familiar words.	Extend responses to 5–6 linked sentences; build use of functional language (because, likes/dislikes, suggestions); expand topic vocabulary; practice consistent punctuation.
15–17	Mid A2	Meets	**Mostly 3-point performances.** Writes organized, coherent short paragraphs with simple connectors (and, so, but, because) + sequencing/organizing words/phrases. Uses a wider range of vocabulary and mostly correct simple sentences; all punctuation/ capitals in sentences start/end correctly; spelling is mostly correct though slips occur in less familiar words/when the writer is "stretching/taking risks".	Add detail to responses; increase use of basic complex sentences (because, when); practice basic verb-tense control (present/ past); practice confident use of future forms in writing; continue to practice spelling of familiar words.
18–20	A2+	Exceeds	**Mostly 4-point performances.** Meets all Mid-A2 features and extends writing with extra detail, varied connectors, and some emerging comma use. Vocabulary varied, grammar and functions mostly accurate. Most spelling accurate, though slips occur.	Expand to less-familiar but accessible topics; add descriptive detail; encourage spontaneous elaboration; practice commas in lists/longer sentences; practice spelling of new vocabulary.

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Student Writing Rubric – Stop and Check!
This is a rubric you can use with students after fluent-use speaking activities. You can adapt it to focus on specific language throughout Grade 9.

My Writing Progress – Self-Check

Instructions: After speaking, tick the box that shows your level today.
👍 = The goal – good, I did it!
🌟 = I did it even better!
➡️ = Getting there - I'm still practicing this & that's ok!

Criteria	🌟 Exceeds (even better!)	👍 Good (my goal)	➡️ Getting There
Task Completion	☐ I answered all parts and added extra detail.	☐ I answered all parts with some detail.	☐ I missed a part or gave little detail.
Organization	☐ Clear order; I used different connectors and sequence words.	☐ Logical order; I used some connectors and sequence words.	☐ Basic order; mostly *and/then*.
Grammar	☐ Mostly correct sentences; I used past, present, and future.	☐ Simple sentences mostly correct; some use of past/present/future.	☐ Many mistakes; mostly short or memorized phrases.
Vocabulary	☐ I used many different words and topic words; I didn't repeat too much.	☐ I used everyday words and some topic words; I sometimes repeated.	☐ I only used a few words and repeated a lot.
Mechanics	☐ Correct capitals, punctuation, and spelling of common words.	☐ Mostly correct capitals, punctuation, and spelling.	☐ Frequent mistakes in capitals, punctuation, or spelling.

Total ticks at 👍 or 🌟 : _____ / 5

✍️ One thing I did well: _____

✍️ One thing I will try next time: _____

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