

REPUBLIC OF TUNISIA

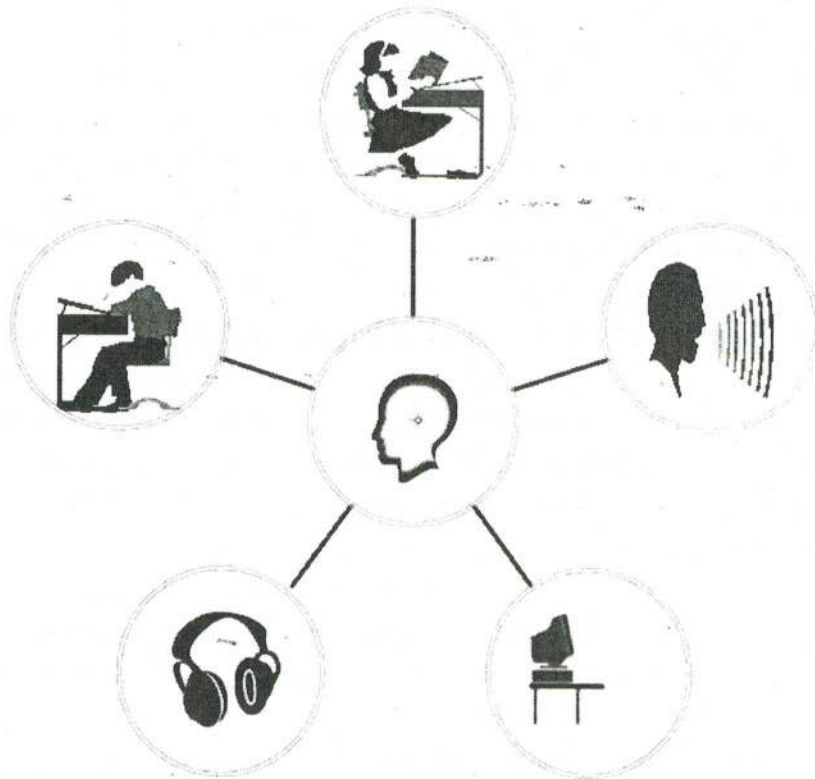


Ministry of Education and Training

Perform through English

First Year Secondary Education

Teacher's Book



Ben Abdallah Mohamed
Senior Inspector

Béji Mohamed Fethi
Senior Inspector

National Pedagogic Centre

- learners should be reminded that while doing their project, they may draw on other subjects and ask their teachers for clarification if the need arises
- Because of the very personal aspect of projects in general, learners are not expected to produce similar work. In other words, there could be as many different pieces of writing as there are (groups of) learners. Variety in this respect is actually to be sought and encouraged. However, as far as the final form is concerned all learners should refer to the characteristics and components of a story specified in the *Getting Started* lesson.

We believe that **pronunciation** is to be taught each time there is a real need for that. Presenting a preset exercise based on hypothetical weaknesses of the learner is risky and somehow pointless because no one can predict for sure what weaknesses the learners may actually have. The alternative we suggest consists in helping learners identify their own weaknesses by listening to the recording of the targeted vocabulary, identifying the words they already pronounce correctly and repeating only those items they have problems with.

The objective of the “**Check what you have learnt today**” table at the end of almost each lesson is twofold. First, it will help the learners recapitulate the salient aspects dealt with in every specific lesson. Second, it will develop in the learners the ability to engage in self evaluation for formative purposes. This will be another way of making the learners responsible for their own learning.

The objective of the “**It’s your turn to ask the questions**” at the end of lessons, 7, 10, 16, 22 and 27 is very much similar in that it will lead the learners to revise what has been taught and select the most salient items of the lesson. Furthermore, it will provide the learners with the opportunity to act as teachers and use questioning techniques.

The first 5 lessons are meant for revision. Their purpose is to cater for specific weaknesses that some learners in our heterogeneous classes may have. They should be viewed and dealt with as a corner stone without which further progress through the book could be hampered. An obvious conclusion of what has been said is that no specific timing can be prescribed for covering these lessons. Indeed, deciding when on lesson should stop and another begin should depend on how well the material has been mastered by the learners.

The “**Specific Hints**” provided with each lesson should be viewed as possible ways of implementing the Competency Based Approach to teaching. For that reason, they should be seen in relation to one another not only in the individual lessons but also in the textbook as a whole.

We hope that the Teacher’s Book will sensitize the practitioners to the need for dealing with the materials in the textbook in accordance with the development of the aforementioned competencies.

The authors.

LESSON 1

TITLE	Getting to know each other
COMPETENCY COMPONENTS¹	<ul style="list-style-type: none"> • Give / ask for personal information • Work in pairs • Select information • Compare
FUNCTIONS²	Asking for / giving information about self
GRAMMAR²	<ul style="list-style-type: none"> • WH questions • Interrogative forms
VOCABULARY²	attitude- favourite- hobby- introduce- occupation- plan (n)- tall- weigh- affect- artist- become- collect- detail- exchange (v)- famous- find out- leader- personal- polite- previous- report (v)- role- scientist- source- subject-success
SPECIFIC HINTS	<ol style="list-style-type: none"> 1. In the Pair Work activity, the question about attitude towards English may require further clarifications. Learners are expected to say whether they like English or hate it, whether they find it difficult or easy and / or whether they consider it useful or not. 2. In the Pair Work activity again, the learner may find it difficult to formulate the questions about one nice / bad thing that characterizes his / her partner. A phrase like "Can you give an example of one nice / bad thing about you?" might help. 3. In the Group Work activity, the questions "Who is / was this person?", "What was he / she famous for?" or "Why was he / she famous?" shouldn't be asked. In fact, learners should be encouraged to ask "Yes / No questions" and avoid "WH questions". 4. Project Work: as suggested in the title, the learners are not expected to hand in a written biography or report back to the class the following session. Encourage learners to take their time to gather and select information, to write different drafts and to hand in their work only if they wish and at any time it is convenient to them.

¹ Throughout the present Teacher's Manual, components of the first competency (constructing meaning) are preceded by the icon • while components of the second competency (communicating) are preceded by the icon ○.

² New functions, grammar structures and lexical items are in bold type.

	<p>5. Obviously, pronunciation should be catered for throughout the lesson but we strongly recommend you get the learners to listen to the recording of the words listed in the vocabulary box above and write down the words they understand. This will enhance their pronunciation, spelling and ability to apprehend English sounds. The second stage would consist in having the learners practise, through repetition for example, the words whose pronunciation they aren't sure about.</p> <p>6. Make sure you have enough time at the end of the lesson to refer learners to the self evaluation table and suggest ideas, functions, grammar patterns or vocabulary items that appear in the lesson and which may be new to them.</p>
--	---

LESSON 2

TITLE	We've made it to the top
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ Scan for specific information ○ Scan for information on more than one point ○ Transfer information into a table ○ Guess the meaning of unfamiliar words from context ○ Reinvest vocabulary to solve a puzzle
FUNCTIONS	<ul style="list-style-type: none"> ● Narrating past events ● Talking about oneself
GRAMMAR	Irregular verbs
VOCABULARY	abroad- agency- ambitious- check- come true- do well- dozen- dream (v& n)- fizz- grow- import (v)- leave- lose- make it- mistake- office- record (n)- record (v)- sadly- self-confident- share (v)- spring (a)- tiny- top (n)- travel-
SPECIFIC HINTS	<p>Activity 1 Questions 2 and 3 overlap in that the former focuses on grammar while the latter is meant as a review or consolidation of the meaning of the targeted verbs.</p> <p>Activity 2 1. When dealing with the true or false statements, it is important to show learners how to proceed. First, they have to decide whether the statement is true or false. Second, they should identify the part of the statement that is true or false. Third, they should refer back to the text to find the words, phrases,</p>

	<p>clauses or even sentences that convey the same meaning if they have decided that the statement is true and the opposite meaning if they have decided that the statement is false. Finally, they should use those very words, phrases, clauses or sentences to justify their answers. The first statement for instance is false because of the phrase “poor family”. When referring back to the text, the clause “My father had a dozen shops” can be identified as conveying the opposite of “poor family” and can therefore be used as full sentence to justify one’s answer. Similarly, the word “ambitious” in the fourth statement is true: the clause “Tony shared those dreams” conveys the same meaning and can be used as a sentence to justify one’s answer.</p> <p>2. The sentence that best explains the title is obviously the last one: “Now, my dream has come true.” However, it is worth drawing the learners’ attention to the fact that “to have one’s dreams come true” and “to make it to the top” are not synonym expressions. Not all people dream about financial success.</p> <p>Activity 3 The crossword puzzle is likely to be the first puzzle learners try to solve. Use items 1 across and 2 down to show learners how to proceed.</p> <p>Pronunciation A pronunciation exercise (see lesson 1) can be administered once the crossword puzzle is corrected. This will pave the way to the self evaluation table at the end of the lesson. Help the learners fill in this table but allow them more freedom this time to make their answers more genuine.</p>
--	--

LESSON 3

TITLE	Queen of Soul
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ scan for specific information ○ distinguish main idea ● evaluate information or ideas ● work in pairs ● reinvest new words and expressions ● express tentative statements of opinion

	<ul style="list-style-type: none"> • Enquire about others 'opinion(s)
FUNCTIONS	<ul style="list-style-type: none"> • Asking for others' opinions • Expressing one's opinion
GRAMMAR	<ul style="list-style-type: none"> • Present simple • Simple past • Present perfect
VOCABULARY	<p>achieve - ambition- avoid- award (n)- believe-brilliant- career- chart- earn- effect- expect- fame-fortune- hit (n)- major- mari- tal- move (v)- nomination- public eye- publicity- quit- reach- refuge- remain- residence- seek- separate- settle in- solo- status-</p>
SPECIFIC HINTS	<p>Activity 1:</p> <ol style="list-style-type: none"> 1. The name of the singer is pronounced "Chadé". 2. When correcting the exercise, it is essential to go beyond the answers and stress the strategies learners have to apply in order to get to the appropriate answers (identifying time markers, words or phrases expressing anteriority or simultaneity...). This is a strong recommendation for embedding the answers in their context. Remember as well that a sound exploitation of mistakes can be an effective way of helping learners find the right answers. Stress particularly the formation of the present perfect and remind learners that, with irregular verbs, they have to refer to the list of irregular verbs at the end of the book to retrieve and hopefully memorize the past participle or EN form of those verbs. <p>Activity 2:</p> <ol style="list-style-type: none"> 1. Elicit the phrases "marital status" and "place of residence" when setting question 1. Equivalent expressions like "where a person lives" and "whether a person is single, married or divorced" are enough to help the learners answer the question. 2. Remind the learners of the procedure they have to follow in order to answer the second question (see lesson 2). Note that the simple past is used in statement C because it refers to the specific time when the singer left school whereas the verb to prefer is in the simple present in the last statement because it expresses a general truth concerning the singer. 3. Question 4, a personal response question, can be answered orally or in writing. It can even be a starting point for a short piece of free writing in which the learner expresses his personal thoughts about the issue. Allow him / her the freedom to hand

	<p>in his work if he /she wishes any time it is convenient or to add it to his / her portfolio or diary (see Foreword)</p> <p>Activity 3: As it is the case with all activities involving pair / group work, the purpose of this activity goes beyond language practice. It aims at developing the social skills specified within the cross-curricular competencies.</p> <p>Activity 4: The spidergram exercise can be used as a smooth transition to a pronunciation exercise (see lessons 1 and 2) which in turn should lead to the self evaluation table.</p>
--	--

LESSON 4

TITLE	Everything to pay for
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ read for gist ○ scan for specific information ○ answer inference questions ● ask for / giving information ● make tentative statements of judgement ● compare ● select information and reinvesting it in writing
FUNCTIONS	Talking bout oneself and one's family
VOCABULARY	<p>beans – bright- childish – cherry- clap(v)- classical – compose – concert- cooking- cousin – dull- enjoy-fill in – form- games – gradually-grapes-grow up-grown-up (n)-instrument – look after –mainly- mind (v) – naughty – orchestra – pet – recipe – relationship – secret – shout at – sociable-sort of – spoil –sweets – straight away – tune</p>
SPECIFIC HINTS	<p>Activity 1: Note that the exercise is not meant to pre-teach vocabulary but rather to activate previous acquisitions.</p> <p>Activity 2:</p> <ol style="list-style-type: none"> 1. This activity is a jigsaw reading activity in that learners have to pool information from different sources to convey meaning to a larger text. 2. When correcting pupils' answers to the first question, it is essential to go beyond the answers and stress the strategies

	<p>learners have to apply in order to get to the appropriate answers (whether the missing word is a noun, an adjective, an adverb or a verb, whether the noun required is singular or plural, whether the verb needed is in the simple present or simple past...)</p> <p>3. Question 2 is an opportunity for learners to practise Yes/no and WH questions in a meaningful way.</p> <p>4. Provide equivalents or opposites of the words in the box (acting like a child; very intelligent; able to enjoy the company of others; rather stupid; nice) before asking learners to answer question 3. We believe that incidental learning is a valid principle.</p> <p>Activity 3: Note that the paragraph learners are asked about themselves is not necessarily meant for formal evaluation. Furthermore, learners can insert what they write in their portfolios or diaries. They can also choose to write a paragraph about one of the characters of a story they develop throughout the year (See the lesson Before Getting Started).</p>
--	---

LESSON 5

TITLE	It's all in the preparation
THE TAPESCRIPT	<p>Section 1 The most important thing to me is being healthy and able to enjoy life. It's a good time being a teenager, much better than when my mother was a teenager. They didn't have the technology we have now and they didn't have half the entertainment. My mother was already married when she was my age, 19. She was one of 6 children and she shared her clothes with her sisters whereas I just go out and buy them whenever I want. I bought a mobile phone when I was 16. Mum thought it was unnecessary at first, but I persuaded her that I needed one. I still live at home so I use it to tell her when I'm going to be late.</p> <p>Section 2 "I really love my freedom, being able to go out and have fun. I'm lucky living here but if I was in London I'd have to be more careful because it's not very safe. When I go out at night, I always make sure I'm in a big group of people."</p>

	<p>I love my job. I wanted to be either a chef or a nurse. My friend became a nurse, so I became a chef. I can't see myself sitting in an office working with a computer. Studying at chef school wasn't very hard because my father was a chef when he was my age and my mum taught cookery. I want to become the best and work in all the top places.</p> <p>Section 3</p> <p>When I started here, the kitchen was full of men but I didn't mind. It's always a good laugh but it would be nice to have a woman to talk to. I've been brought up as the only girl with two brothers and I've always been to mixed schools. So, I do get on well with the men. Everybody's very interested in making sure you're happy and if you don't understand something, they take the time to explain it to you. It's a young person's job —you're always on your feet, running around. But when you get older you can make a wedding cake every so often and that keeps you going because they're so expensive. My friends think it's great. They often say: "Come round and make us dinner. Make us a cake." One of them is a nurse, another's a nursery nurse and most of the rest are at university. They are studying to get the qualifications they need to become what they want but I think I'm luckier —I've got a job and money while they're struggling on a student loan."</p>
<p>COMPETENCY COMPONENTS</p>	<ul style="list-style-type: none"> ○ differentiate between relevant and irrelevant information ○ recognize the relationship between form and meaning ○ scan for specific information ○ answer reference questions ○ transfer information to a table ● choose the appropriate form to express the same thing ● reinvest real world knowledge and experience
<p>FUNCTIONS</p>	<p>Talking about oneself and one's family</p>
<p>GRAMMAR</p>	<ul style="list-style-type: none"> ● Prepositions ● Subject pronouns ● Object pronouns ● Possessive adjectives
<p>VOCABULARY</p>	<p>able-be to-brought up - chef -computer- cookery - entertain-ment-expensive-explain- freedom - get on well with -hard-have fun - healthy- interested-laugh- loan -lucky- make sure - mobile-necessary-rest (the)- use(v)- nurse - persuade - qualifica-tion-run- safe - struggle - technology-wedding-when-ever-</p>

	whereas
SPECIFIC HINTS	<p>Activity 1: The difficulties learners have in apprehending (catching, taking in) spoken English particularly when it is recorded has led us to provide, in the beginning lessons at least, some form of scaffolding or help. It consists in having the learners listen to recorded language and simultaneously read the tape script. It is hoped that such a procedure will help improve not only their listening skills but also their pronunciation and intonation. Furthermore, it will foster their self-confidence by alleviating the frustration some learners may experience.</p> <p>Activity 2: Question 7 can be answered orally or in writing or in both modes: a class discussion of the issue can be followed by a writing activity. The teacher can even start a brief discussion and invite the learners to think the matter over and prepare, for next lesson, a list of further arguments for or against any of the alternatives. The first part of the following session can be devoted to a through discussion of the issue and then learners can be asked to produce paragraphs in which they express their own ideas about the issue.</p>

LESSON 6

TITLE	Self evaluation
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> • reflect on one's working procedure • work in pairs • work in groups
FUNCTIONS	making suggestions
GRAMMAR	<ul style="list-style-type: none"> • will • negative forms
VOCABULARY	add - common - fairly + adj - find - general - have problems with - of some help - interesting - mean - nearly - need - on one's own - p pattern - position - resolution - surf - take part - topic - weakness - whole (on the)
SPECIFIC HINTS	As suggested in the title, Lesson 6 is meant to help the learner reflect on his learning style, identify his strengths and weaknesses and act accordingly. This main objective does not preclude lan-

guage input. Once more, we hold incidental teaching of language as a sound pedagogical practise. We therefore refer teachers to the vocabulary box above to identify new lexical items and prepare for their elicitation as the need arises. Note however that learners can work out the meaning of some words and expressions themselves while the context clarifies the meaning of some other words: the spidergram at the end of the lesson is explicit enough as to the meaning of the word **resolution** for example.

Activity 1

1. As mentioned in Lesson 5, having the learners listen to and simultaneously read the text will certainly help them at the level of pronunciation, intonation and intake or apprehension of oral language. This choice is all the more valid as, in real life, questionnaires may appear in oral or written forms.
2. The instruction is deficient in that it calls on the learners to tick the alternatives that apply to them and therefore indicate their answers by writing in the textbook, an attitude to be discouraged throughout the year. As an alternative, learners may write in their notebooks or even on a spare piece of paper the numbers of the statements that apply to them.

Activity 2

Handing the task over to the learners doesn't mean that the teacher's role is less important. indeed, he / she is expected to monitor the activity and supply feedback when necessary.

Planning Ahead

This activity may come as a surprise but it is the result of a deliberate choice. Its purpose is to help the learners see the thread throughout the book, to plan activities with an objective in mind by using previous knowledge.

BEFORE GETTING STARTED





Although the revision lessons have touched on different topics and have been the opportunity for the learners to refresh their memories as to the basic language related to these topics, there is still a need to expand that knowledge through the coming lessons. The purpose of the activity suggested here is to ensure the necessary transition between the acquired knowledge and future challenges.




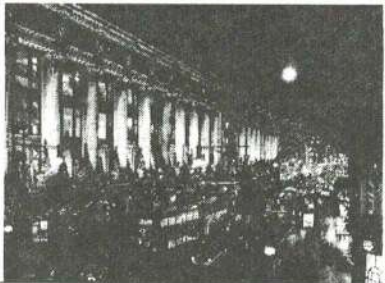


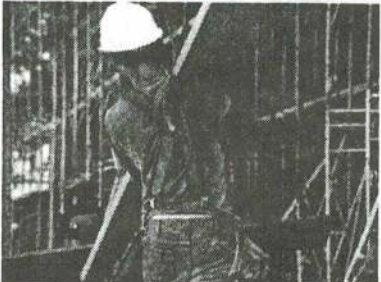

THE ACTIVITY




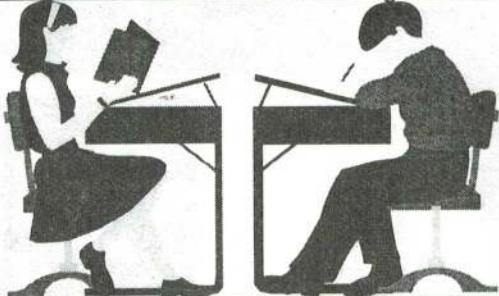




Teachers could devote one session or more if need be to expose the learners to the major topics to be covered. This will be the opportunity for the learner to reuse previous knowledge and become aware of the need for further progress.

Practical Hints

1. Expose the learners to the topics covered in the textbook by handing them copies of the following list of topics and asking them to read, listen and match the right topic with the appropriate visual. Ask them to justify their answers.

<p>1. Family and friends</p>	<p>A</p>  
<p>2. Mysteries</p>	<p>B</p>  

<p>3. Education and school life</p>	<p>C</p>  <p>Before becoming a blood donor your blood is tested to ensure you're healthy</p>	
<p>4. Feelings</p>	<p>D</p> 	
<p>5. Health</p>	<p>E</p>  <p><small>Smiling can be contagious. Like Anna, here with Floyd, Adriaan and Anthony.</small></p>	
<p>6. Social relations</p>	<p>F</p> 	

<p>7. Information and computer technologies</p>	<p>G</p>  
<p>8. House and home</p>	<p>H</p> 
<p>9. Employment</p>	<p>I</p> 
<p>10. The Environment</p>	<p>J</p>  
<p>11. Social problems and attitudes</p>	<p>K family's favourite high let store is now ONLINE</p>  

2. Ask learners to form groups according to the topics they like most.
3. Ask each group to
 - a) jot down notes about what they know about the topic;
 - b) what they would like to know about the topics they haven't chosen.
4. The learners could also be asked to³
 - a) state why they have chosen a given topic;
 - b) classify the topics according to their importance to them;
 - c) say which ones they know most about;
 - d) say which ones they are likely to study in Arabic / French / biology / geography / civic instruction lessons.
 - e) say which one they could speak about for 5 minutes or write a 5-line paragraph about it;
 - f) say which topics they can write about more extensively in a story they develop throughout the year.
5. Agree with the learners on a well-known story and use it as a springboard for presenting the following features proper to stories:
 - a) **the characters:** who they are, where they are from, what they are like (physical and moral description), the relationship between them, the major similarities and differences between them...
 - b) **the plot:** what type of story it is (a romance, a mystery, an adventure, a fairy tale, someone's life, a detective story, a legend...), the major events, the sequence of events, how the story ends (a happy end, an unexpected end...), the moral of the story: the lesson to be learnt if any...
 - c) **the setting:** when the story takes place (in the past, modern times, the future or any combination of the three), where it takes place (in one or several places, in a real place or an imaginary one...)
6. Give the learners copies of the following table which may help them develop their stories:

LES- SON	FEATURE TO FOCUS ON	FURTHER DETAILS I'VE DISCOVERED	IDEAS, WORDS, PHRASES, STRUCTURES AND FUNCTIONS I MAY USE IN MY STORY
1	Characters		
2	Success story, achievement		
3	Moral description of characters		
4	Characters: likes and dislikes, ambition		

³ Learners could be referred to the Book Map at the beginning of the book and more specifically to the Vocabulary column to retrieve already acquired lexical items.

7	(In)dependence on family, family relationships		
8	Characters: moral description and achievement; education		
9	Suspense, mystery		
10	Describing a process		
11	Character's relationship with others; feelings		
12	How the story is structured (introduction, body and plot; characters; relationships; feelings; how the story ends; humour		
13	Facing danger; family relationships; feelings		
14	The art of writing		
15	Relationships with others; moral values		
17	Helping others		
18	Is my character a man of the past or the present?		
19	the best things have got an end.		
20	The setting		
22	The generation gap; growing up		
24	The character's job and ambition; daily routines		
25	Moral strength		
26	Suffering		
28	The structure of a story; relationships; mutual respect		
29	Facing danger; feelings		
34	Social problems and how the character faces / faced them		

LESSON 7

TITLE	I still get pocket money
THE TAPESCRIPT	<p>At 17, singing sensation Carol Chapel has already made £20 million according to some newspapers. But despite her new grown-up look, she's still living with her parents.</p> <ul style="list-style-type: none"> — Do you consider yourself a girl or a young woman? — In some ways I'm a girl because I can be very naive and childish, but I've got the head of a young business woman. So I'm a

	<p>mixture of both —like most people my age.</p> <ul style="list-style-type: none"> — Has your career made you grow up fast? — I suppose so. This business is very ruthless, so I've had to become quite ruthless myself to fit in. Though I think I'm still quite warm-hearted. — What's the truth about your relationship with Max? — We're just really good friends. I've known him since I was three —I was at primary school with him and his family and mine are close. I don't I know why they're making a big thing about it. This is the price of fame, I suppose. — Newspapers talk a lot about your looks. What do you think of that? — It's the same as with my personal life. I'm a singer; what really matters is my art, not my looks. But that's how people are — they're so obsessed with image, being skinny and things like that. I'm not a skinny girl, but I don't mind that —I'm happy with the way I look. — How much pocket money do you get? — I get £80 a month but I want a big rise when I'm 16. — When will you have access to your fortune? — When I'm 21. I'm not as rich as the press say I am. — What's the worst decision you've ever made? — Going to an all-girls school. It's brilliant for my education, but not for mixing with boys and having a normal life. But I've made a lot of friends now. — What's the best decision you've ever made? — To make my new album." I was going to take a year out to do my GCSEs in peace, but I'm really happy I did the album instead. I think it's my best piece of art so far. — Who is the closest person to you? — My mum. I love her very much, but she irritates me sometimes! — What's your biggest extravagance? — Our house. It belongs to me and when I'm 18, if I want to kick my parents out, I can!
<p>COMPETENCY COMPONENTS</p>	<ul style="list-style-type: none"> ○ draw on background knowledge and detect key words to predict content ○ report information ● express agreement or disagreement ● self evaluation ○ categorise information

	<ul style="list-style-type: none"> • self check and peer correction ○ matching words with their dictionary definitions ○ infer implicit information ○ scan for specific information
FUNCTIONS	<ul style="list-style-type: none"> • Asking for others' opinions • Expressing one's opinion
GRAMMAR	
VOCABULARY	<p>according to- art- belong-close (adj)- consider- cry (v)- despite- dissatisfied- extravagance- fit in- image- irritate- kick out- look (n)- make friends- make money- matter (v)- mix with- mixture- naïve- obsessed- peace- press (the)- right (n)- rise (n)- ruthless- selfish- skinny- so far- spend on- truth- warm hearted- typical-</p>
SPECIFIC HINTS	<p>Activity 1:</p> <ol style="list-style-type: none"> 1. The activity is meant to put forward the topic suggested in the title of the lesson without revealing the content of the text to be studied, activate learners acquisitions and incidentally present words and phrases like selfish, to spend money on, to share something with someone or a right. 2. Time allowing, the learners could be asked to answer the same questions but special care has to be taken so as not to hurt any learner's feelings <p>Activity 2:</p> <ol style="list-style-type: none"> 1. For the very reasons mentioned in lesson 5, learners are expected to listen to and simultaneously read the text. To asses progress made by the learners, the teacher may ask them whether this technique has made listening easier to them. 2. Notice that different types of questions have been asked. they are varied not only in format but also in their cognitive dimension (from literal recall to recognition to evaluation and critical reading).

LESSON 8

TITLE	Are we all intelligent ?
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> • express one's opinion ○ match dictionary choices with context at hand

	<ul style="list-style-type: none"> ○ infer the meaning of unfamiliar words from context ● exchange information ○ differentiate between relevant and irrelevant information ● reinvest new words and structures in one's writing
FUNCTIONS	Exchanging information
GRAMMAR	<ul style="list-style-type: none"> ● Yes / no questions ● Short positive / negative answers
VOCABULARY	<p>act(v) - appear - apply to - artistic - background - brain - competition- complex- creative- curiosity- curiosity- deliver- discouraged- drawing- emotional- energetic- explore- express- failure- feeling- fluently- gesture- get a medal- gift- gifted- imagine - improvement - influence (v)- knowledge - mechanical- medal- mend- natural - navigate - organize - paint (v) - pass - physical - poem- poetry - presentation - prodigy - project - quality - remarkable - repair - respect - similar - solve - undertake - web- youngster</p>
SPECIFIC HINTS	<p>Activity 1: The activity is meant to introduce the main topic of the lesson, draw learners' attention to the fact that the same word or concept may have different meanings and that preference for one or two meanings shouldn't lead to the refutation of other meanings.</p> <p>Activity 2: O levels (Ordinary level exams) are taken at the end of the 5th year of secondary education, when learners are 16 years old. After 16 pupils leave the school and take up a job which depends on the number of O levels they have or they remain at school for another two years to take up Advanced Level exams. Access to university depends on the number of O levels and A levels one holds as well as the subjects in which these certificates are held.</p> <p>Activity 3:</p> <ol style="list-style-type: none"> 1. In the Student's Book, the activity is wrongly labelled "Activity 2: a questionnaire" 2. Even though most the words used to label the types of intelligence are new, the learners can guess their meanings through the questions. Suffixes (al, ive, tic...), too, can help. <p>Activity 4:</p> <ol style="list-style-type: none"> 1. In the Pupil's Book, the activity is wrongly labelled "Activity 3: writing a description" 2. The activity illustrates, to some extent, the approach to writing as a process and not just a product the learner concocts after a

	<p>relatively short period of time.</p> <p>3. We suggest teachers devote a full session to this activity and the following one.</p> <p>Activity 5:</p> <p>In addition to being an opportunity for the learner to exercise his creative skills, the activity can be beneficial to the learner in terms of vocabulary and grammar. Pairing shy pupils with more outspoken classmates can improve the overall class performance.</p>
--	--

LESSON 9

TITLE	Who was the man?
COMPETENCY COMPONENTS	○ infer missing information scan for specific details
FUNCTIONS	Narrating past events
GRAMMAR	<ul style="list-style-type: none"> • The simple past • Irregular verbs • The genitive
VOCABULARY	<p>belonging - boss - brake (v) - breakdown (n) - burgle - deserted - dial somebody - drop - fumble - gather - grip - headlights - idiot - journey - jump - lock (v) - murmur - neck - overtake - rear-view mirror - rehabilitation - seat (n) - set off - shift - slow down - steering wheel - stroke - suffer - thumping - tighten - unit - view (n) - worry (v)</p>
SPECIFIC HINTS	<p>Activity 1:</p> <p>The objectives of this activity are as follows:</p> <ol style="list-style-type: none"> 1. revising functions already studied; 2. discovering the different uses of what; 3. getting ready to tackle the text in activity 2 <p>Activity 2:</p> <ol style="list-style-type: none"> 1. Question 3 allows for a contextualized revision of the genitive. 2. Question 5 is another example of reviewing grammar in context (the past progressive, the simple past and the present perfect). 3. The focus in question 7 is on coherence and particularly the sequence of events.

	4. Questions 8,9 and 10 aim at reviewing the language of feelings in context.
--	---

LESSON 10

TITLE	Maria Montessori
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ predict content from core vocabulary ○ scan for specific details ○ infer the meaning of words from context ○ categorize ideas
FUNCTIONS	Narrating past events
GRAMMAR	The passive
VOCABULARY	<p>actually – approve of– arrange – cloth – concerning – corporal – discover – encourage– flog –frightening – heart (by) – infant– insist– kindergarten – kindness – latter – lecture (n) – lecture(v)– needle–neglected –nowadays – painting (n) – partly – pin (v) – process (n) – punishment – push (v) – revolution – row (n) – seat (v) – set up –sew – smack (v) – spot (on the) – tailor – thanks to – thread – toy –understanding</p>
SPECIFIC HINTS	The first activity allows the learners to make use of prior knowledge in order to get a better insight into Ibn Khuldun’s life and achievement. Indeed, discovery may be enhanced by personal investment.

LESSON 11

TITLE	What’s your friendship style?
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ select relevant information ● ask for information ● report facts ● express tentative judgements
GRAMMAR	Reported speech
VOCABULARY	<p>admire – after shave – care about – chat (v) – cheer up – concentrate – exactly – feel down – fit (adj) – go on a diet – helpful –ideal – imitate –know sb inside out– let down – liar –</p>

	loyal – own (adj) – pet hate – secretive – sensible – treasure (v)
SPECIFIC HINTS	This lesson involves a natural combination of 3 of the 4 conventional skills, reading, listening and speaking. Activity 2: Question 6 aims at eliciting reported speech in context.

LESSON 12

TITLE	Love boat
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ tap from different sources to answer specific questions ○ infer information ● make tentative statements about concrete situations ○ recognize the relationship between form and meaning ○ scan for specific information ○ answer reference questions ○ predict outcome from events described ● produce reports from notes
FUNCTIONS	<ul style="list-style-type: none"> ● Narrating past events ● Describing people and their feelings
VOCABULARY	allow – boat – brand new – cabin – deck – declaration – delicate – experience – fact (in) – fall in love – gently – get on – go through – make a fool of – passenger – porcelain – prince – romance – skin – suit (n) – sweetly – twice – undying – wide
SPECIFIC HINTS	<p>Activity 1: This is an example of an activity that can bridge the gap between different school subjects. In this particular case, the learners have to refer back to what they may have studied in Arabic or what they may have discovered through their own readings in order to get ready for understanding the text in activity 2.</p> <p>Activity 2: The learners can be reminded of their project. They can be helped to use the necessary information from this lesson to make any amendments to their story if they feel the need for it.</p>

LESSON 13

TITLE	A diary
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ predict content from core vocabulary ○ infer the main idea ○ scan for information on more than one point ○ infer implicit information ○ label a visual with reference to a text ○ guess the meaning of words from context ● producing a description related to the topic area
FUNCTIONS	Describing daily life
VOCABULARY	alive – army – aunt – bomb – carry on – collapse – couple of – danger – dead – death – diary – earthquake – frightened – have – leave – lucky – moment – nest – roof – safe – scared – send – shake – sound (v) – stay – survive – waste – war
SPECIFIC HINTS	<p>Activity 1: As it is the case with activities involving isolated words, it is highly recommended to ask the learner to answer in complete sentences. After all, it is more beneficial to produce as sentence such as “I think that / I believe that / I’m sure that” rather than utter things like “open, close”.</p> <p>Activity 2: The learners are exposed for the first time to a new genre, that of diaries. This can be a source of inspiration for them to write their own diaries and comply with the related rules hinted at in question 8.</p> <p>Activity 4: This activity is focused on the final tangible outcome to be produced by the learner.</p>

LESSON 14

TITLE	Are neighbours necessary?
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ● express opinion about specific issues ○ scan for specific information ○ infer the meaning of words from context ○ identify implicit logical relations

	<ul style="list-style-type: none"> ○ evaluate information or ideas ● produce a description with reference to a text
FUNCTIONS	
GRAMMAR	<ul style="list-style-type: none"> ● Modals ● Will = resolutions for the future ● Still / any longer, no longer
VOCABULARY	bring back – do the washing – farmer – get along with – lawn – leather – mow – nap – rainstorm – rescue (v) – sheet – sole – year round
SPECIFIC HINTS	<p>Activity 1:</p> <p>The two questions may look somewhat too general. However, they can be broken down into smaller components and adapted to the pupils' specific level. What matters is that they generate as much language as possible and activate the learner's prior knowledge about the topic to tackle the text more efficiently.</p>

LESSON 15

TITLE	John Grisham
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ● express agreement / disagreement ○ scan for specific information ○ categorize words and ideas ○ guess the meaning of unfamiliar words from context ○ guess the meaning of unfamiliar words through affixation ● express judgement about specific issues
FUNCTIONS	Describing a person's life (an autobiography)
GRAMMAR	● Still / no longer / any longer
VOCABULARY	author – bestseller – character – criminal – defence – inspire – law – lawyer – legal – novel – plot – print (in) – publish – reject – thriller – translate
SPECIFIC HINTS	<p>Activity 1:</p> <p>In addition to being a genuine speaking activity about that highly concerns learners, this activity can be an opportunity to develop in learners a more positive attitude towards writing: practical suggestions as to how to overcome difficulties in writing are made.</p> <p>Activity 2:</p> <p>1. The exact number of words related to John Grisham's first oc-</p>

	<p>cupation depends on whether expressions like “legal career” are counted as one or two words.</p> <p>2. The word character, though not in bold type in the text, could be added to the list of words related the writer’s second occupation.</p> <p>3. Questions 4 and 5 are a good opportunity to focus on the suffix ER (bestseller, publisher...).</p> <p>4. Questions 11 and 12 are meant to elicit the use of still, any longer and no longer while question 13 aims at consolidating their use in context.</p>
--	---

LESSON 16

TITLE	How to review your lessons
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> • complete statements about facts ○ evaluate information or ideas ○ identify the main idea • work in groups • produce simple statements about one’s resolutions ○ recognize reduced forms of words
VOCABULARY	<p>alternate – bubble – calm (v) – cell – chant (n) – clear (v) – dictate – essential – focus (v) – headphones – highlighter pen – keep to – main – mark out – messy – obvious – recharge – refresh – revise – reward (v) – rhyme – set an alarm – sharpen – slogan – stick – summarize – try out – under stress – wake up</p>
SPECIFIC HINTS	<p>Lesson 16 may look long but, tackled as suggested, it could be easily covered in on lesson. However, if specific problems arise, more time could be allocated.</p> <p>This lesson is an example how language can be taught through a real issue that pupils all over the world face. Its purpose is both linguistic and formative in the sense that learners may apply some of the ideas presented to improve their revision skills.</p> <p>Activity 1: Any choice can be accepted as an answer to question 2 as long as it makes sense: the purpose is to have learners use language in a meaningful way.</p> <p>Activity 2: The aim of question 3e is to have learners revise modals in con-</p>

	text, hand in hand with comprehension. If weaknesses persist, the teacher may devise further exercise to consolidate the use of modals.
--	---

LESSON 17

TITLE	Tips to keep your blood healthy
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ infer the meaning of unfamiliar words ○ match dictionary choices with context at hand ○ recognize new grammar patterns
FUNCTIONS	Advising about health safety
GRAMMAR	The passive
VOCABULARY	biologist – boost – classify– donate – enhance – fortify – freeze – leafy – lift (n) – tip (n)
SPECIFIC HINTS	<p>On the whole, the lesson shows how vocabulary, grammar and meaning can be integrated.</p> <p>Activity 1: Learners can be led to compare the non-linear text and the statements below to come out with the lexical conclusions targeted in question 2. Tapping on the learners' previous acquisitions as well as their knowledge of the world is more beneficial than the less challenging matching exercise set in question 2.</p> <p>Activity 2: Question 2 is an opportunity to further consolidate a highly useful ability, that of guessing the meaning of words from context. Here again, affixation can be very helpful.</p> <p>Activity 3: Question 2 is another opportunity to highlight the interrelationship between different schools subjects.</p>

LESSON 18

TITLE	Will you surf the Internet?
COMPETENCY	• work in pairs to solve a problem

COMPONENTS	<ul style="list-style-type: none"> ○ infer the main idea ○ differentiate between important and unimportant ideas ○ infer the meaning of unfamiliar words from context ● reinvest new words and expressions ○ scan for specific information
FUNCTIONS	Making requests
GRAMMAR	<ul style="list-style-type: none"> ● It is used for... ● To be able to
VOCABULARY	<p>access (v) – aid – all over the world – around – authority – central unit – chat room – e-mail – end up – field trip – fount – hang – improve – keyboard – liberated – literate – log on to – loudspeaker – maintain – mouse – on line – pace – personalize – printer – report (n) – scanner – sense – shortage – site – skilled – speed (n) – stolen – take over – tour (n) – virtual</p>
SPECIFIC HINTS	<p>Activity 2:</p> <ol style="list-style-type: none"> 1. Learners may fail to see what the statements in question 1 are about and the answer to part a) of the question can be delayed until they tackle the second question. 2. Question 6 is a personal response question and, as such, it can be answered orally or in writing or both: a class discussion of the topic can be followed by a writing activity in which learners summarize their point of view about the issue.

LESSON 19

TITLE	A friend I could never forget
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ scan large texts ○ extract salient points for subsequent use ● produce summaries from notes ● express one's appreciation ○ recognize reduced forms of words
FUNCTIONS	Narrating past events
VOCABULARY	<p>appeal (n) – assume – barely – board (v) – escape (n) – faithful – fit of laughter – look forward to – honey (n) – motherhood – swap – treat – without fail</p>
SPECIFIC HINTS	<p>Activity 1: Time allowing, learners can be encouraged to exchange ideas</p>

	<p>about the topic, use language in a communicative context and get ready to tackle the ideas of the text.</p> <p>Activity2: Question 1 can be an opportunity for learners to use expressions of contrast (but, while, whereas...) in a meaningful way.</p> <p>Activity4: This activity can be enough material for a whole session within which the learners could be reminded of the rules and requirements proper to this type of exercise (writing a summary).</p>
--	---

LESSON 20

TITLE	House and home
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ predict content from core vocabulary ○ answer reference questions ○ scan for specific information ○ transfer information to a graph ● reinvest real world knowledge in one's speech or writing ● produce a report from notes
GRAMMAR	<ul style="list-style-type: none"> ● To have something done ● Reflexive pronouns
VOCABULARY	<p>afford – beyond – bricklayer – build (n) – build (v) – consist of – cottage – decorate – electrician – entrance – finish – flat (n) – foundation – ground floor – lay – lead to – lounge – plot (n) – plumber – range (n) – recover – renovate – skill – staircase – tiler –</p>
SPECIFIC HINTS	<p>Activity 1:</p> <ol style="list-style-type: none"> 1. Learners are led to review vocabulary by selecting items that relate to house and home and discarding items belonging to other semantic fields. 2. The exercise is meant for a contextualized practice of the targeted grammar structures. To ensure full mastery of these structures the teacher should feel free to supplement it with additional exercises. <p>Activity 3: The guided writing exercise, which is partly based on the reading passage, is an opportunity for the learner to practise language he / she has just learnt. Depending on the learners' mastery of the writing skill, the teacher may decide to devote a whole session to this</p>

	activity. This would allow learners to get a better grasp of the writing process.
--	---

LESSON 21

TITLE	Languages
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ distinguish between important and less important information ● reinvest newly acquired vocabulary ● analyze text structure to reinvest it in one's own writing
FUNCTIONS	Expressing certainty/doubt
GRAMMAR	Noun- adjective conversion
VOCABULARY	communicate - element - legible - lots and lots of - master (v) - native - overnight - phrase - plenty of - plot - pronunciation - scribble - utterance
SPECIFIC HINTS	This lesson is aimed at having learners perform a real life task involving making a personal choice. This objective can be considered as fulfilled when learners actually choose a language and give the right justification for their choice (Activity 2, question 4).

LESSON 22

TITLE	Family matters
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ differentiate between important and unimportant information ○ identify the main idea ○ transfer information to a table ● produce a letter from notes
GRAMMAR	Negative imperatives
VOCABULARY	cost (at any) - cry - desperate - equal (n) - get on with - lonely - mature - strict - talk sth over
SPECIFIC HINTS	<p>Activity 1: This activity is basically to be done individually. However, time allowing, learners could be engaged in exchanging opinions about the issue at stake (parents-children relationships).</p> <p>Activities 3 & 4:</p>

	<p>The teacher may choose to deal with activity 4 before activity 3 as the 4th activity focuses on a grammar point which can be useful for the writing exercise set in activity 3.</p> <p>Activity 5:</p> <p>The purpose of this activity is the same as that of the activity set at the end of lesson 6.</p>
--	---

LESSON 23

TITLE	Health Matters
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ match utterances with responses ● reinvest core vocabulary to solve a puzzle ○ identify the main idea ○ scan for specific information ● express opinion about specific issues ○ identify the communicative function of a text
FUNCTIONS	Talking about ailments
VOCABULARY	accommodation - ache - appendix - off-colour (be) - chest - coach - cough - cream - curiosity - drops - fastidious - ingestion - injection - intestine - lodged - operate on - pain - patient - pinpoint - plaster - put away - sick - sil - sore - stomach - surgery - swallow - tempting - toss up - trap - vet - x-ray
SPECIFIC HINTS	<p>Activity 1:</p> <p>Make sure that the activity does generate genuine language and goes beyond matching figures and letters.</p> <p>Activity 2:</p> <p>Question m can be dealt with either orally or in writing or both. Furthermore, it could be expanded by having learners engage in a “think-pair-share” activity.</p>

LESSON 24

TITLE	Job hunting
COMPETENCY	○ categorize words

COMPONENTS	<ul style="list-style-type: none"> ○ predict content from core vocabulary ○ identify the main ideas ● compare ○ scan for information on more than one point ○ select relevant information ● produce a description from notes ○ work in groups
GRAMMAR	Comparatives and superlatives
VOCABULARY	ad - apply - apron - authoritative - can (n) - cool - customer - discount - dump - dye (v) - efficient - embarrassing - fancy (v) - first-aid - forehead - full time - hire - include - interview - life-guard - navy - oversleep - pay - pick up - pink - punch-qualification - smile - sort out - specific - staff - training - uniform - waistcoat
SPECIFIC HINTS	<ol style="list-style-type: none"> 1. It is worth noting that no time prescriptions have been set and teachers should feel free to devote more than one session to cover this lesson. 2. the non-linear text lends itself to further practice in 2 major learning strategies i.e. scanning and inferring the meaning of new lexical items from context.

LESSON 25

TITLE	Human rights
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ predict content ○ scan for specific information ○ match words with their definitions
GRAMMAR	Prepositions
VOCABULARY	beg - blind - call sb names - citizen - client - colleague - command - communicate - disability - disease - engineer - experience v) - hardly - inform - join in sth - manager - punch - relate - resign - script - sight - socks - tease - step in someone's - shoes - treatment - workplace -
SPECIFIC HINTS	<p>Activity 3: The purpose of question 2b is to further check comprehension on the one hand and to sensitize learners to the structure and coherence of the text on the other hand.</p>

LESSON 26

TITLE	Me and R'Kid
THE TAPESCRIPT	
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ identify main ideas ○ scan for information ○ answer reference questions ● reinvest core vocabulary to report past habits ● express one's appreciation
FUNCTIONS	Reporting past habits
GRAMMAR	used to
VOCABULARY	call sb names - century - cringe - experience (v) - fear (v) - greet - jerk - make up for sth - mate (n) - memory - needle - rehabilitation - relate - resolution - seek - shake - shell (n) - sight - smile (v) - squeamish - step into sb's shoes - tease - treasure (v) - unwell - while (n) - wonder (v) -

LESSON 27

TITLE	Would you like to be an au pair?
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ infer the main idea ○ scan for specific information ○ transfer information to a table ● express one's opinion about a specific issue ○ reinvest core vocabulary to solve a quiz
VOCABULARY	affection - catch Sb doing sth - daily - fire (v) - foreign - fortunate - have a day off - impress - laugh - miss - naval - officer - promise (v) - punch the air - rabbit - register (v) - remind - sauce - touch (v)
SPECIFIC HINTS	The language exercises in this lesson serve one major purpose, that of leading the learners to make a personal choice as in lesson 21 (question 9, activity 2).

LESSON 28

TITLE	About teachers
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ predict content from core vocabulary ○ scan for specific information ● express opinion about specific topics
GRAMMAR	<ul style="list-style-type: none"> ● Relative clauses ● Have to
VOCABULARY	agree on – agree with – attend – attention – debt – diploma – envelope – graduate – lend – obtain – owe – pay back – period – principal (n) – promise (n) – relieved – repay – rule
SPECIFIC HINTS	The drill like presentation of the exercise is deliberate. Hopefully, it'll give learners practice of the targeted pattern and the relative pronoun who in meaningful sentences.

LESSON 29

TITLE	A narrow escape
TAPESCRIPT	<p>One day, I was travelling down the highway in my friend Kevin Jackson's sports car. We were driving back from a day trip to London and my friend was rather tired. Half way through to Cambridge, we saw a long line of cars in front of us. I thought the road was clear so I decided to overtake a big lorry but lost control of the car. It rolled over and over and smashed against a tree.</p> <p>I looked over my shoulder and I saw that the back of the car was on fire. It could explode any moment. I had to leave the car very fast but, beside me, Kevin was lying unconscious. I was terrified. I screamed at him to wake up. I shouted his name repeatedly until he came round. By now, the car was in flames and the fire reached my door but I ignored it. I waited until Kevin could stand on his legs. As he staggered out of the car, I had to run through the intense fire to the other side of the car and drag him to safety. Seconds later, the car exploded.</p> <p>Kevin suffered severe burns in the accident but he's recovering now. I was awarded for 'heroic behaviour'.</p>
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ scan for specific information ○ predict content from core vocabulary ○ transfer information to a table

	<ul style="list-style-type: none"> • express opinion • reinvest new vocabulary • reinvest vocabulary to produce a narrative
GRAMMAR	Prepositions
VOCABULARY	brave – burns – caring – come round – drug – event – explode – flames – hit – intense – lose control – occur – proud – severe – smash – stagger
SPECIFIC HINTS	So far, learners have been exposed to listening passages both in spoken and written forms. As already mentioned, the purpose is to help learners acquire self-confidence while listening. However, at this time of the year, we believe the learners are able to cope with a more natural exposure to listening. This is all the more possible because the listening is simple in terms of content and structure.

LESSON 30

TITLE	Can an animal save someone's life?
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ distinguish between relevant and irrelevant information ○ scan for specific information ○ recognize relations between parts of a text ○ answer reference questions ○ transfer information to table • express one's point of view about specific incidents and characters
GRAMMAR	Simple past Vs past progressive
VOCABULARY	bask – drown – exhausted – heroic – ignore – panic – powerful – pull – roll – run away – sandy – set off – shore – trusty – upset – wave

LESSON 31

TITLE	Holidays and tourism
THE TAPESCRIP	The beautiful island of Penang, often called The Pearl of the Orient is an ideal resort. It has a tropical climate: it rains heavily but the rain usually clears up quickly. Penang lies just a few miles off the coast of Malaysia.

	<p>Its capital, Georgetown, is a busy city with a string of uncrowded beaches. Here, you can either bask in the sun all day or practise your favourite sport. There are many water sports you can play: windsurfing, water skiing and sailing. You can also practise tennis, table tennis and gym.</p> <p>For eating, why not try one of the many restaurants, often open air and simple? They all offer good service with typical Malaysian friendliness.</p> <p>For sightseeing, you could visit Georgetown and see the museums, temples and the lovely gardens there. You should also take the train up to the top of Penny Hills to discover the marvellous views.</p>
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ infer missing information ○ recognize relations between parts of a text ○ transfer information to a table ○ identify the communicative function of a text
FUNCTIONS	
GRAMMAR	Noun + ern = adjective
VOCABULARY	clear up – climate – culture – eastern – fascinating – heavily – jungle – lie – lush – marvellous – memory – mining – northern – opportunity – resort – southern – temple – tradition – tree – vegetation – western – widely –
SPECIFIC HINTS	Here again the learners are called upon to perform a genuine real life task as they have to make a well-grounded choice on behalf of someone else.

LESSON 32

TITLE	Talking about music
THE TAPESCRIPT	<p>1ST STANZA</p> <p>Chorus, There's a hero If you look inside your heart You don't have to be afraid Of what you are There's an answer If you reach into your soul And the sorrow that you know Will melt away</p>

	<p>2ND STANZA Chorus And then a hero comes along With the strength to carry on And you cast your fears aside And you know you can survive So when you feel like hope is gone Look inside you and be strong And you'll finally see the truth That a hero lies in you</p> <p>3RD STANZA It's a long road When you face your world alone No one reaches out a hand For you to hold You can find love If you search within yourself And the emptiness you felt Will disappear*</p> <p>4TH STANZA Chorus Lord knows Dreams are hard to follow But don't let anyone Tear them away Hold on There will be tomorrow In time You'll find the way</p>
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ guess the meaning of unfamiliar words from context ○ infer implicit information ○ scan for specific details ○ recognize short forms of words
FUNCTIONS	Expressing likes
GRAMMAR	Question words
VOCABULARY	address (v) – C.D – celebrity – clip – excitement– fear – happiness – hi.fi – hope – lyrics – melody – sadness – a soap – walkman

LESSON 33

TITLE	The Environment does matter
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ infer the meaning of unfamiliar words and phrases ○ scan for specific information ○ use dictionary definitions ○ identify the communicative function of a text ○ recognize relations between parts of a text ○ reinvest newly acquired words
GRAMMAR	If + present ⇔ future
VOCABULARY	act like - blanket - catastrophic - count - decent - desert - drought - flooding - gas - global - greenhouse - odd - rest in the hands of - thermal - warm - warm (v) - warming - worry about
SPECIFIC HINTS	Activity 2 should be an opportunity for learners to gather information from different sources so as to bring a personal contribution to the ideas touched upon in the lesson.

LESSON 34

TITLE	Social problems
THE TAPESCRIPT	<p>While I was touring the country, I saw many heart-breaking scenes but I never came across such a terrible sight.</p> <p>She sat barefoot in the stifling heat as the sun beat down on her. Her fine face was tired and blank. There was no room for emotion, nor more strength. Starvation was on the land.</p> <p>Beside her lay her son. The boy was under ten but his saggy skin and wide eyes made him look like an old man. He was too weak to raise his head. He was even too weak to cry. The nurse who was leaning on the child said: "This is the result of malnutrition. Droughts and bad crops are the main causes of this tragedy."</p> <p>Famine had caused thousands of people to starve. The child's father and brother had died a year earlier. The animals died first then the people began dying, too.</p>
COMPETENCY	• express one's point of view about specific problems

COMPONENTS	<ul style="list-style-type: none"> • express tentative opinions about topics ○ scan for specific details ○ identify main ideas ○ infer implicit information • reinvest core vocabulary to solve a language puzzle
GRAMMAR	<ul style="list-style-type: none"> • The comparative • The superlative
VOCABULARY	<p>barefoot - crop - drought - emotion - entail - famine - heart-breaking - heat- malnutrition - serious- solve - starvation - starve - stifling - tour (v) - tragedy - widespread</p>

LESSON 35

TITLE	Education matters
COMPETENCY COMPONENTS	<ul style="list-style-type: none"> ○ infer the communicative function of a series of utterances ○ reinvest newly acquire vocabulary ○ scan for specific information ○ predict content ○ identify relation between form and meaning • reinvest core vocabulary to solve a language puzzle
GRAMMAR	The present perfect
VOCABULARY	<p>alphabet- confidence - course - directions - drop out - endless - everyday - fall behind- get stuck - literacy - map - move (n) - nightmare - play truant - pretend - spell</p>