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Perform to learn

Second Year Secondary Education Teacher's Book

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PART I

INTRODUCTION

THEORETICAL BACKGROUND

This Teacher's Book is primarily a guideline to the material and activities presented in the Student's Book. It is meant to provide the practitioners with the necessary help and self-confidence as to how they can best deal with that material and implement the activities. By no means is this book intended to enslave the teachers or circumscribe their autonomy, but on the contrary, it leaves ample room for creativity and individualized learning . The practitioners should therefore feel free to exploit the Student's Book material to best serve their learners, meet their specific needs and fall in suit with the learning objectives as defined by the official programs.

However this quest to better serve both the teacher and the learner can and should be carried out only in a principled manner to keep away from confusion and chaos. Furthermore, the practitioners imperatively need to bear in mind some of the basic assumptions that govern the material in the Student's Book in terms of methodology and practices. What follows is a brief recap of those features:

The learners are at the very core of the learning process. They should therefore be given more responsibility through the various stages of the process. The "Check What You Have Learnt Today" rubrics and the "Progress Check" lessons are exemplifications of that principle. The Self-Reflection questionnaire, at the very start of the Student's Book, is also meant to train the learners to better assess and articulate their potential in terms of strengths and weaknesses as learners. Doing so will enable every learner not only to find out whatever suits him/her best in terms of study skills and learning styles , but also to decide about his/her most urgent needs as a learner. Thus becoming the main agent of his/her learning. In addition to that, the prevailing three-stage framework of the lessons is a reflection of the Authors' firm conviction that the teaching/learning process can be most effective when it views the learner as the starting point, the medium and the ultimate objective of the whole process.

The teacher's role is to re-create natural learning conditions in the classroom and to provide opportunities for all learners to actively participate and to become empowered, self-reliant and self-confident. They should also stimulate and monitor class debates to make the learners more open, daring and fluent as interlocutors. It is equally important for teachers to ask students to justify their answers and opinions to help develop logical and critical thinking.

The English language, besides being a subject matter, is to be viewed by both teachers and learners as a means of communication with self, peers and people at large. It is the foundation of every human interaction. Learning is best when it builds through interaction with peers, teachers, material and self. It is a matter of negotiation and involves hypothesizing, processing, checking, evaluating, validating or adjusting and all of these aspects must be given due care.

COMPONENTS OF THE STUDENT'S BOOK.

Some of the basic assumptions and features of the organisation of the Students' Book 'Perform to Learn' are as follows:

The book is made of a book map, a preface, a diagnostic test, a review module, a series of 30 lessons, supplementary material for Arts and for Economics and Services branches and an appendix.

The preface highlights the principles and general organisation of the book.

The book map is a detailed inventory of the 11 themes, the lessons within each theme, the skills and sub skills specific to each lesson, as well as the functions and the language exponents under focus. Beside the 30 lessons and the progress check which make the common core of the book, there are 20 additional lessons for the Arts and for the Economics and Services branches.

The self-Reflection questionnaire is meant to train the learners to better assess and articulate their potential in terms of strengths and weaknesses as learners. Doing so will enable every learner not only to find out whatever suits him/her best in terms of study skills and learning styles, but also to decide about his/her most urgent needs as a learner, thus becoming the main agent of his/her learning.

The diagnostic test is a necessary step to evaluate students prior acquisitions and approximately define their profile as incoming students before any further progress is started. The material covered in the diagnostic test is primarily based on the first year secondary education program. It should not be viewed only as a mere review, but also as a logical transition and preparation for the program of the second year secondary education. This test is not the cherry on the cake but on the contrary teachers are invited to deal with it with utmost care. They may ask their students to do the test at home and then have the follow up in class, or they may ask them to write their answers on separate papers, collect the papers, correct them and then provide students with adequate remedial work. In any case, due care and enough time are required for the diagnostic test.

The Review module lessons are meant on the one hand to create a continuum with the program of the first year secondary, and on the other hand to assess the students' level in English and identify their weaknesses and cater for them before any further progress is targeted. Due care and appropriate strategies and timing are left for the teachers to decide in the light of the diagnosis they will have established but a minimum of two periods is required. Some of the activities could be assigned as homework and then corrected in class. By no means could the teachers drop the review module or the diagnostic test altogether.

The Progress Check lessons (Lessons 8, 17, and 30) are meant to encourage both teachers and learners to assess, diagnose, remedy and adjust whenever and however necessary. They come along with a self-evaluation questionnaire the primary goal of which is to assess the learners' progress and articulate his/her potential shortcomings in the learning process.

The Appendix contains a grammar summary, a list of new vocabulary items per lesson, a phonetic transcription chart and an index of the irregular verbs .

To better exploit the Students' Book and make the most of it, the Teacher's book presents a detailed outline of the skills, the subskills, the communicative functions, as well as the linguistic exponents of the lessons. There is also an answer key to most of the activities to enable both teachers and learners to overcome any potential ambiguities and to make the book as user-friendly as possible.

FRAMEWORK OF LESSONS

The Lesson is usually made of 3 stages open to variety and flexibility.

Stage one activities are meant to activate, engage, explore and investigate. They generally come under such headings as pre-reading or pre-listening. Completing spidergrams or lists, answering targeted questions or questionnaires, matching words with definitions, sorting out lexical items, discussing ideas and opinions or simply brainstorming, these are samples of the activities that come in stage one. Some of them are performed individually; others are done in pairs or in groups.

Stage two is the building phase and it generally encompasses reading or listening activities as a follow up to the pre-reading or pre-listening activities of stage one. Reading/Listening for gist and for specific information, answering direct questions, true/false questions, completing sentences and gapped paragraphs, finding synonyms or antonyms to given words, matching sentence parts , recognizing discourse markers, dealing with inference and reference questions; these are only some of the large panoply of activities incorporated in this stage. Along with these activities which are meant to develop the learners' reading/listening skills, there is another component called language practice which comes mainly but not exclusively through this stage and which is focussed on linguistic features, pronunciation and grammar.

Stage three is where the teacher checks learners' assimilation and their ability to reinvest, and expand the acquired knowledge. Some of the lessons may need more than one session to be covered thoroughly. This is left to the teacher's own judgement. Stage three activities are to be viewed not only as the crowning of the teaching period but also as an opening onto further learning. The role of the learner is particularly paramount at this stage. Students are for instance asked to produce summaries in written or spoken form, they may be asked to engage in discussions or debates, and they may be invited to react to the text or to a particular opinion. Completing a crosswords puzzle, writing paragraphs of different genres, imagining dialogues and outcomes, designing a leaflet or a brochure, these are but samples of the activities incorporated in stage three. Another component which enriches this stage is called the lighter side. evaluate and mention the thing they liked most and the thing they liked least in the lesson.

Jokes, anecdotes, food for thought, on your own are some of the prominent features of this component. In few lessons, and to further empower the students, they are asked to self evaluate and mention the thing they liked most and the thing they liked least in the lesson.

MANAGEMENT OF SKILLS/SUBSKILLS

The four major skills and the various sub skills have been catered for in an evenly-balanced, integrated and learner-centred way to enable the students to grow as potential users of English and as intelligent social human beings.

Grammar is generally dealt with inductively and in an integrative manner. Students are asked to focus on language samples taken from the reading/listening passage, and through targeted questions, they are led to hypothesize. Next, they are asked to test their observations and hypotheses against well-chosen examples before jumping to conclusions. To make sure the students get the rule or the structure correctly, they are given some room to practice and then presented with a summary. Sometimes, whenever manageable, they are asked to complete the summary table themselves with the help of their teachers.

Vocabulary is generally dealt with in context. Key words may be elicited or presented during the pre-reading or pre-listening stage to narrow down the students' attention and enable them to better deal with the coming activities. It may also be dealt with in stage two through various integrated comprehension activities to help the learners better retain them. Sometimes and for further consolidation of key structures and expressions, some activities are incorporated in stage three.

Pronunciation main features are presented and practised mainly but not exclusively in lessons dealing with listening. Sounds, stress, segmental and supra segmental elements are some of the aspects dealt with. Nevertheless, the teachers are invited to expose their learners to those aspects whenever appropriate and to give them adequate practice of the segmental and supra segmental elements.

Writing as a process has been dealt with in its various steps on two occasions: (lessons 5, 7,9,10 and then lessons 15, 19, 20). The teachers will need to highlight these different steps and to explain the required procedure for each one. Step one is simply a brainstorming where the students must be encouraged to freely write all ideas related to the topic in a stress-free manner and keep the information gathered for the coming steps. In step 2, the students will need to sort out the information they have gathered according to main ideas and supporting details. They will drop those which have become irrelevant. They will also need to look for appropriate linkers to put the different ideas together. In a third step they will need to produce their first draft and to develop the ideas into paragraphs. Exchanging work with peers for editing is necessary to improve the writing. Producing the final draft will crown the whole process and this will make step four. Teachers are invited to carefully monitor the work throughout the whole process and to provide the necessary help and guidance whenever necessary. They also need to collect the final production, give the students appropriate feed back and tell them to keep their work in a file for future uses.

Project-based learning is another ingredient that has been incorporated within the student's book. In **lessons 22,23,24,25** a career research project is presented in its various steps. It is essential that teachers closely follow onto students' work and lead them to fully and actively invest in the process. Going through the various steps and activities the students will hopefully learn a lot not only about how a project can be carried out at the level of both planning and execution, but also about the field of work in general and about their dream jobs in particular.

The following **procedure** can provide a **sensible framework for lessons** dealing with extended reading or listening.

STAGE 1:

Engage and Expose.

In real life, whenever we listen to or read anything, we know what the context is, we are aware of the situation, the location, the kind of conversation and the communication channel. These factors affect our ability to understand and make sense of what we hear and read. In class, it's necessary to **introduce** the students to **the context** before they are asked to listen or read in order to trigger their schemata and narrow down their attention onto a precise topic. The context can be elicited or prompted from earlier lessons, the course book, pictures, realia, discussions and even mere brainstorming. Without **setting the scene**, extended listening or reading can become unnecessarily too challenging. At this stage we also need to **give the students a reason for reading or listening** because in real life we always know what we are reading and why we are reading or listening. **Raising students' expectations** or asking them to guess and then telling them to read or listen and **check their expectations** and guesses can certainly enhance their motivation and give them better orientation during the reading or listening. They know why they are reading and what they are looking for. There is no point in asking the students just to read a text. Without making the activity purposeful, and without creating the necessary motivation to learn and actively participate among the students by tapping on their background knowledge and experiences, the lesson, as a whole, will end up being a real boredom, a waste of time and an agony for both the learners and the teacher. . It is desirable to teach essential vocabulary items before students begin reading or listening. This will certainly make the oncoming activities much easier and will save valuable time later on. One of the effective techniques to deal with vocabulary items is to **elicit** them from students through various prompts such as mime, pictures, definitions or whatever seems most appropriate to the situation. Elicitation will give them a better chance to internalize the information and build on prior acquisitions. However, it is of prime importance not to overburden the students with too much writing on the board and not to over- spoon feed them with too much vocabulary. The more a teacher has his/her back to the students the less communication there will be and the less language practice the students will have.

STAGE 2:

Empower and Involve.

At this stage, the teacher should keep the initial momentum and enhance students' motivation. To do so, he/she will have to provide them with **various purposeful activities**, and if need be, will supplement the textbook material with better customized activities. Furthermore if we don't **set precise questions** students will read all the text in detail, trying to understand every single word and every single detail, and this will get them bogged down into unnecessary complications. **Gist questions** could be given as a start and then progressively more detailed information could be focussed on through various questions (**true or false/ direct questions/ multiple choices/ inference and reference questions**). Once the students are familiar with both the context and the text, they should be given time **to practice the language exponents** whether semantic or syntactic through a variety of activities. **Drilling, substitution, transformation and more creative exercises** are but some of these activities. Throughout all these stages it is imperative for the teacher to check and follow up onto effective assimilation and understanding of the information. A single correct answer from a student must not be taken as a sure sign of understanding and a reason to move on to something else. The information must be given the necessary time to bed in the students' memories through adequate practice and convincing participation till it becomes their own.

STAGE 3:

Expand and Reinforce.

In stage three the primary goal should be to give the students a chance to consolidate, practice and reinvest whatever knowledge, concepts and positive values they have acquired through the previous activities. Here, the teacher needs to make sure that practice doesn't become boring and redundant but on the contrary he/she should provide the students with extra linguistic dimensions to develop flexibility and autonomy. To keep students' motivation at its best and to help them develop ownership of the learning process, the teacher will have to give them more creative activities; ones that are meant to develop the students' higher order skills. Class debates, summaries, writing paragraphs of various genres, producing and designing leaflets and brochures and carrying out projects are samples of the activities presented at this stage.

We hope this book will give the practitioners a helpful insight into the ways the Students' book has been constructed and how the material can best be implemented.

The Authors

PART II

BOOK MAP :Theme 1

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
Family life		1-The image of who I am.	<p>Speaking : Make judgements about specific issues.</p> <p>Reading:</p> <ul style="list-style-type: none"> • skim a text to infer the main idea through beginning and end paragraphs. • build on prior acquisitions to enhance learning. • guess the meaning of unfamiliar words through context. 	<p>* Expressing want or desire.</p> <p>* Talking about oneself and one's family.</p>	<p>• I want to + verb/ I'd like to + verb.</p>	<p>appreciation - path - be willing to - car-security- support - accomplish - protection -guidance - trouble - comment</p>	
		2: The Step mum.	<p>+ Reading:</p> <ul style="list-style-type: none"> • predict text content from title, introduction and caption. • skim a text to infer main idea. • Scan for specific information. • transfer information onto a table. <p>+ Speaking:</p> <ul style="list-style-type: none"> - express one's opinion in interactive communication 	<p>- Narrating past events.</p> <p>- Talking about oneself and about one's family</p>	<p>- The irregular verbs</p> <p>- The present perfect</p>	<p>- delight - clutch- grin- bunch</p> <p>- shriek - astonished</p> <p>- stare – melt weigh sob. Up. stare</p>	
		A1: Hard to Decide	<p>Speaking/ Reading / Writing</p>	<p>Expressing one's opinion</p>	<p>On the one hand/on the other hand/ all things considered</p>	<p>Financial/ intention/ lifestyle/ level-headed/ open-minded/ judicious</p>	
		E1: The Financial Market	<p>Reading</p>	<p>Defining</p>		<p>Economist/ stocks / bond / corporation / invest / firm</p>	

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 1

LESSON 1	THE IMAGE OF WHO I AM.
SKILLS	Speaking – Reading.
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> to make judgements about specific issues. <p>Reading</p> <p>build on prior acquisitions to enhance learning.</p> <ul style="list-style-type: none"> skim a text to infer the main idea through beginning and end of Paragraphs. guess the meaning of unfamiliar words through context.
FUNCTIONS	<ul style="list-style-type: none"> I want to + verb I would like to + verb.
ACTIVE VOCABULARY	appreciate – be willing – accomplish – pediatrician – achieve - confidence – expand – care – security – support.
SUGGESTED PROCEDURE	<p>Stage 1:</p> <ol style="list-style-type: none"> Begin the lesson with a brainstorming activity that deals with some vocabulary items related to the family. Learners will finish the initials and will try to find other nouns linked with the given sentence. Here are some suggestions: Care, Love, Protection and Guidance. Have the learners read the bubbles. Then, break the class into groups. Each group will discuss a particular caption . After that, let all the class exchange opinions and discuss the different points of view. The two tasks in stage 1 are a preparation for the reading passage. <p>Stage 2:</p> <ol style="list-style-type: none"> The first question in this stage introduces the topic of the reading text which is the importance of family and friends at the same time. The speaker (or the writer) in the text has an opinion that is different from the other three speakers in stage 1. After checking the learners’ guesses, ask them to complete the missing words in the spider gram. Support, Self-confidence and Security can be possible answers. Let the learners find the qualities that Withney Church got from her friends. These qualities are: support, knowledge of life, value of friendship, help and guidance. The matching activity is meant to further check comprehension. This activity helps the learner to guess the meaning of some idiomatic expressions. 1-b 2-d The new structure is taken from context and meant to be dealt with in an integrative way. You are required to add more exercises for further practice. In this activity, students are supposed to react to the text and express their opinions orally. N.B.: Take some time to do the self-evaluation grid with your students. Since this is lesson one, you may need to explain the grid to them.
Answer key	<p>Stage one : care – love- protection – guidance.</p> <p>Stage two : 1- support – self- confidence – security. 4- 1-d; 2-c; 3-b; 4-a. 5- 1-b; 2-d;</p>

LESSON TWO	THE STEP MUM
SKILLS	Reading / Speaking.
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • predict text content from title, introduction, and caption. • skim a text to infer main idea. • scan for specific information. • transfer information onto a table. <p>Speaking</p> <ul style="list-style-type: none"> • express one's opinion in interactive communication.
FUNCTIONS	<ul style="list-style-type: none"> • Narrating past events. • Talking about oneself and about one's family.
GRAMMAR	<ul style="list-style-type: none"> • The irregular verbs. • The present perfect.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • delight – grin – melt – shriek – clutch- bunch- astonished - stare - weigh sob. up.
SUGGESTED PROCEDURE	<p>Cultural hints: Mother's Day is a celebration in honor of all mothers. It's a day when we pay tribute to the mothers who gave us life. We buy our mothers gift of candy, cards and flowers to show how much she means to us. More than 46 countries around the globe when they pay tribute to mothers. International Mother's Day is always celebrated on May 11. The U.S. and Canada celebrate it on the second Sunday in May. In the U.K., Mothering Sunday is celebrated on the 6th of March.</p> <p>Stage one:</p> <ul style="list-style-type: none"> • Have your learners do the activity about the irregular verbs. It will serve as a review and will facilitate comprehension as all verbs will appear in the text. • The "pair work" is an opportunity for the learner to interact with a peer, to guess, and to get closer to the context. <p>Stage two:</p> <ul style="list-style-type: none"> • Have your learners read the title, the introduction, and the caption to guess content. This will help them develop their guesswork strategies. • The reading activities will help detailed comprehension. • The part related to the new structure "the present perfect" should be dealt with in context and should be learner centred. However, your guidance and assistance are needed to help the students deal with the questions. It is also important that the students do the practice activities to further consolidate the rules related to the use of the present perfect. <p>Stage three:</p> <ul style="list-style-type: none"> • interactive way. A debate will be a convenient activity.

ARTS 1	HARD TO DECIDE
SKILLS	Reading / Speaking / Writing.
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Make judgements about specific issues. • Support one's opinion with arguments <p>Reading :</p> <ul style="list-style-type: none"> • Scan for details/transfer information onto a table. • Recognize discourse markers. <p>Writing :</p> <ul style="list-style-type: none"> • Reinvent new words/expressions in one's writing.
FUNCTIONS	Expressing one's opinion
GRAMMAR	On the one hand/on the other hand/all things considered
ACTIVE VOCABULARY	Financial/ intention/ lifestyle/ level-headed/ open-minded/ judicious/
SUGGESTED PROCEDURE	<p>Stage One: Activity₁ : In this activity the learners have a chance to share their opinions with a peer and later on with the whole class. They need to be told that there is no right or wrong answers to make them stress free.</p> <p>Stage Two: Activity₃ : It is important that the teacher asks for justifications in order to really assess learners' effective understanding.</p> <p>Activity₄ : Make sure that the students refer back to the text to do this matching activity. Tell them that the objective is to guess meaning from context and therefore ask them to say which strategies and clues helped them get the answers.</p> <p>Stage 3 : The guided writing is primarily to practise the language components of an argumentative text. So make sure the students fully master these components</p>
ANSWER KEY	<p>Stage 2:</p> <p>1. a/ argumentative b/ because of the following expressions: On the one hand, on the other hand, all things considered.</p> <p>4. 1-c / 2-a / 3-b / 4-d / 5-e</p>

ECONOMICS 1	THE FINANCIAL MARKET.
SKILLS	Reading
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Acquire knowledge of the language (grammar / vocabulary). • Acquire knowledge about a given topic .
FUNCTIONS	<ul style="list-style-type: none"> • Defining .
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • economist – stocks – bond – corporation – invest – firm .
SUGGESTED PROCEDURE	<p>Stage 1: Have your learners do the two activities .The targeted words are key words in the topic.</p> <p>Stage 2: The vocabulary activities help the learners acquire lexical items related to the topic of the day.</p>

BOOK MAP : Theme 2

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
II/ Communicating with others		3: Friendship	<p>+ Reading:</p> <ul style="list-style-type: none"> • follow a sequence of events in narratives. • infer the communicative function of a given utterance. • transfer information onto a table <p>+ Writing:</p> <ul style="list-style-type: none"> - Produce a summary of a text from notes. 	<ul style="list-style-type: none"> - Talking about oneself and about friends. - Expressing intention 	<ul style="list-style-type: none"> - Be going to + verb. - Simple past with ago / at that time / then. 	<ul style="list-style-type: none"> - lose touch - website-intimate - waitress - renew - password - incredible 	
		4: Bridge over troubled water.	<p>+ Reading:</p> <ul style="list-style-type: none"> • predict text content from title, introduction and caption. • skim a text to infer main idea. • Scan for specific information. • transfer information onto a table. <p>+ Speaking:</p> <ul style="list-style-type: none"> - express one's opinion in interactive communication 	<ul style="list-style-type: none"> - Narrating past events. - Talking about oneself and about one's family 	<ul style="list-style-type: none"> - The irregular verbs - The present perfect 	<ul style="list-style-type: none"> - delight - clutch- - grin- bunch - shriek - astonished - stare -melt - weigh sob. Up. stare 	
		A1: Hard to Decide	<p>Listening:</p> <ul style="list-style-type: none"> • Build on prior acquisitions to further and enhance learning. • Demonstrate understanding of various messages. • Demonstrate appreciation of different text types <p>Speaking:</p> <ul style="list-style-type: none"> • class debate: use of social skills in interactional contexts 	Expressing and finding out intellectual attitudes and feelings.	<p>I'll +verb (infinitive)</p> <p>To express intention.</p>	<p>Weary / tears / bridge / comfort / feel small / dream / depressed / sail / shine / bridge / hopeless / ease.</p>	
		5.The E-mailer Versus the Texter	<p>Reading:</p> <ul style="list-style-type: none"> • Classifying vocabulary items. • Sorting out relevant/ irrelevant information. • Acquire knowledge about a given topic. • Recognize the relation between form and meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Consolidate writing as a process.(step1: generating ideas). • Select information from more than one source and reinvest it in speech. 	Describing and analyzing behaviours.	Cause/ Result relationship.	<p>needy / appeal / smiley / desperate / inbox / confess / discreet / anonymity / insecure / concise / hooked / shy / conflict / handle(v.)</p>	

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 2

LESSON THREE	FRIENDSHIP
SKILLS	Reading / Writing.
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • transfer information onto a table. • follow a sequence of events in narratives. • infer the communicative function of a given utterance. <p>Writing.</p> <ul style="list-style-type: none"> • produce a summary of a text from notes. <p>Speaking:</p> <ul style="list-style-type: none"> • work in pairs and exchange information according to context. • demonstrate understanding of extended messages.
FUNCTIONS	<ul style="list-style-type: none"> • Talking about oneself and about friends. • Expressing intention.
GRAMMAR	<ul style="list-style-type: none"> • Be going to + verb • Simple past with ago/ at that time / then.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • keep in touch – lose touch – website- intimate- renew- waitress – password – incredible.
SUGGESTED PROCEDURE	<p>Cultural hints:</p> <ul style="list-style-type: none"> • Friends Reunited is to find old friends, get back in touch and organize reunions. Register free with Friends Reunited website and read what people you've lost touch with are doing now. • The word Christmas comes from the words "Christ's Mass". Christmas is the celebration of the birth of Jesus for members of the Christian religion. Christmas Day is December 25, the day when Christians celebrate the birth of Christ. Christmas is both a holiday and a holy day. It is one of the biggest events of the year especiall for kids and for members of the Christian religion <p>Stage one:</p> <ul style="list-style-type: none"> • Engage your learners into the "pair work" activity, and then have them share their ideas with the rest of the class. This will get them closer to the topic. <p>Stage two:</p> <ul style="list-style-type: none"> • Tell the students to skim the text in order to choose a plausible title. This will help them get the gist • The questions (2, 3, 4, and 6) will lead to a detailed comprehension. • A focus on the main events will make the coming writing activity in stage 3 more manageable to the students. • In activity 5 the simple past is introduced in context. You may need to further practise the use of this tense through supplementary exercises. <p>Stage three:</p> <ul style="list-style-type: none"> • Have your learners note the main events of the text on the board and/or on their note-books, then have them write a summary of the text. You should give a special attention to the use of the simple past since the summary is a narrative.
Answer key	<p>Stage 2. 4: emailed each other / spoke on the phone / decided to meet each other.</p> <p>6: very often / negligent / indifferent / narrow-minded</p>

LESSON 4	BRIDGE OVER TROUBLED WATER
SKILLS	Listening / Speaking
SUBSKILLS	<p>Listening:</p> <ul style="list-style-type: none"> • Build on prior knowledge to enhance learning. • Demonstrate understanding of various messages. • Demonstrate appreciation of different text types. <p>Speaking:</p> <ul style="list-style-type: none"> • Evaluate information or ideas.
FUNCTIONS	<ul style="list-style-type: none"> • Expressing and finding out intellectual attitudes.
GRAMMAR	<ul style="list-style-type: none"> • The future tense with will to express intention.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • to comfort / to feel small / to take one's part / to ease / to be weary / tear (noun)/ hopeless/ depressed / bridge / sail / shine
SUGGESTED PROCEDURE	<p>Stage 1 : Students need to first work individually then with a peer and finally share with the rest of the class. Students should feel free to express their opinions as there are no right and wrong answers.</p> <p>Stage 2: The teacher must play the whole song the first time just for appreciation. The second listening will be to complete the missing words. Activities 2 and 3 may be dealt with at this stage. For number four the students may need to listen to the song again. For activity number 5 the teacher may need to devote more time to deal with the future through a supplementary task. This will depend on the students reaction to the questions a and b .</p> <p>Stage 3: Encourage the students to jot down ideas related to the issue and provide them with linguistic components they may need for the debate. You may for instance establish a list of verbs of opinion and thought connectors;(I believe / I think / I strongly believe / I don't think / But if you consider / I see that / First / Therefore / As a result.....).</p> <p>For activity 7 dealing with pronunciation the teacher will have to stop the tape for sounds that may cause confusion.</p>
Answer key	<p>Stage 2./1: tears / times/ friends / down / evening / darkness / pain / girl / dreams / shine</p> <p>4: 1-d / 2-c / 3-b / 4-a /</p>

LESSON 5	THE E-MAILER VERSUS THE TEXTER.
SKILLS	Reading – Writing.
SUBSKILLS	<p>Reading:</p> <ul style="list-style-type: none"> • Build on prior acquisition to further enhance learning. • Differentiate between relevant and irrelevant information. • Guess the meaning of unfamiliar words through context. • Acquire knowledge about a given topic/grammar. • Recognize the relationship between form and meaning. <p>Writing:</p> <ul style="list-style-type: none"> • Consolidate writing as a process: step 1 (Generate ideas through brainstorming or other techniques).
FUNCTIONS	<ul style="list-style-type: none"> • Describing and analyzing behaviors.
GRAMMAR	<ul style="list-style-type: none"> • Cause / result relationship.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • smiley – inbox – confess – discrete – conflict – handle – hooked – shy – needy – desperate – appeal.
SUGGESTED PROCEDURE	<p>Stage1 : This lesson deals with e-mails and text messages. It treats the differences and similarities between both of them.</p> <p>Stage one As a pre-reading activity, have your learners write the words related to communication. The picture of the mobile phone may help them find more words. Once the words are written, you can ask the learners to classify them according to the given table. The students can learn more vocabulary words related to the topic by crossing the ones that are not associated with communication. N.B.: You may need to establish a list on board in case students' output is limited.</p> <p>Stage two</p> <ul style="list-style-type: none"> • In the reading activity, have the learners read the text and answer the given questions. • In the last question (4), you should ask for justifications to assess overall comprehension. <p>Stage three:</p> <ul style="list-style-type: none"> • Activities 1&2: you may need to do some research about messaging. • Activity 3: this is step 1 in writing as a process. Your students are given a topic about mobile phone as a fact of everyday life.. You're supposed to urge them to think and gather information or ideas about it. • Note that what the learners are asked to do as a first step in "writing as a process .
Answer key	<p>Stage one: 3- calculator – hotel – train – journey.</p> <p>Stage two: 2- craze =fashion=; addicted = hooked; uninhibited = free; evidence = proof; insecure = afraid..</p>

ARTS ₂	FAIRY TALES
SKILLS	Reading / Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Acquire knowledge of the language about a given topic. • Develop autonomy in reading different genres. <p>Writing :</p> <ul style="list-style-type: none"> • Write a guided summary. • Develop as an autonomous writer.
FUNCTIONS	React to specific content
ACTIVE VOCABULARY	Extraordinary/ wicked/ crafty/ conflict/ resolve/ evil
SUGGESTED PROCEDURE	Before you start this lesson you may need to tell your students to read fairy tales if they already haven't even in their mother tongue. It will also be helpful if you bring fairy tales in English language to the classroom and show them to the pupils. You may also choose a well-known fairy tale and work on it as a sample to highlight the features dealt with in the textbook including the writing activity.(print handouts to pupils).
ECONOMICS ₂	ADVERTISING.
SKILLS	Speaking / Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Work in groups to perform a task. • Give information appropriately according to context . <p>Writing</p> <ul style="list-style-type: none"> • Design an ad / produce a poster.
FUNCTIONS	• Advertising /persuading.
ACTIVE VOCABULARY	• Arouse/ purchase/ promote / brand / hire /
SUGGESTED PROCEDURE	<p>Stage 1:</p> <p>Break your class into groups and ask each group to focus on one statement , to study it carefully and to inform the others about its content (the functions and benefits of advertising) . Try to make the activity as interactive as possible. Good monitoring of the activity is essential.</p> <p>Stage 2:</p> <p>Now that your students have acquired enough information about the functions and benefits of advertising , we hope that they are able to design an advertisement about the given topic . The hints in the textbook provide a good help.</p>

BOOK MAP : Theme 3

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
III : Social Life		6: Travel is fun and broadens the mind.	<p>+ Reading:</p> <ul style="list-style-type: none"> Acquire knowledge of the language. Develop awareness of aspects of target culture. Tap on different sources to get specific information/answer specific questions. <p>Writing:</p> <ul style="list-style-type: none"> Produce descriptions or captions to match illustrations related to a specific topic area. Select information from more than one source and reinvest it in speech or writing. Reinvest knowledge about text structure and its linguistic features in writing(parallel writing). 	<p>Expressing possibility.</p> <p>Advising others to do something</p>	Either in end position(negative).	Broaden / brochure / leaflet / galleries / sail / windsurf / flight / excursion / voyage / amaze / canoe.	
		7: An interview with a footballer.	<p>Listening:</p> <ul style="list-style-type: none"> Build on prior acquisitions to further enhance learning. Demonstrate understanding of extended messages. acquire knowledge about a given topic. <p>Writing:</p> <ul style="list-style-type: none"> Consolidate writing as a process.(step 2: organizing ideas/information). 	<p>Asking/ inquiring about satisfaction or dissatisfaction.</p> <p>Expressing satisfaction.</p>	The present perfect progressive	League / miss / teammates / coach / eager / career / cheer / career / look forward to / grateful / eager .	Syllables / Stress
		A3: Criss-crossed lovers	Reading/ Writing	Narrating past events/ talking about one's life		To propose to sob. / to miss / heartbroken / impulsive / engagement ring / weary	
		E3: Letters of Enquiry	Reading	Narrating past events/ talking about one's life		Catalogue / sample / trade / negotiate / authorize	

Lesson Eight

PROGRESS CHECK ONE

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 3

LESSON 6	TRAVEL IS FUN AND BROADENS THE MIND
SKILLS	Reading – Writing
SUBSKILLS	<p>Reading:</p> <ul style="list-style-type: none"> • acquire knowledge of the language (vocabulary). • develop awareness of the target culture. • Tap on different sources to get specific information/answer specific questions. <p>Writing:</p> <ul style="list-style-type: none"> • Produce descriptions or captions to match illustrations related to a specific topic area. • Select information and reinvest it in writing. • Reinvest knowledge about text structure and its linguistic features in writing (parallel writing).
FUNCTIONS	<ul style="list-style-type: none"> • 3- Expressing possibility. • 3- Advising others to do something.
GRAMMAR	<ul style="list-style-type: none"> • either in end position (negative).
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • broaden– brochure – leaflet- galleries – jewellery – The London Aquatic Experience- flight – excursion – voyage – amaze.
SUGGESTED PROCEDURE	<p>Cultural hints: London is a very fascinating tourist place and has a lot of landmarks and monuments. Big Ben is one of London’s best- known landmarks and looks most spectacular at night. The Houses of Parliament , otherwise known as The Palace of Westminster had the original palace built in the first half of the 11th century. London Eye, Tower Bridge, Trafalgar Square, 10 Downing Street, Nelson’s Column , the Dome are all very interesting monuments in the capital. You can take pictures of all these monuments with you and show them to your learners. They all will appreciate the pictures, the idea and the importance of traveling abroad.</p> <p>Stage one: The topic of this lesson, Travel, is a continuation of the theme, Social Life,. The pre-reading vocabulary activity (gap- filling) can be treated as a pair work to introduce the topic of the lesson and to refresh the learners’ memory. Have them complete the definitions by themselves.</p> <p>Stage two:</p> <ol style="list-style-type: none"> 1- Before dealing with the Reading input, have the learners understand the introduction about Zied and Slim and let them point out the view each one is having about traveling. Get them also to know the reason for reading the extracts from leaflets. 2- Have the learners look at the leaflets, read the extracts and complete the table. It might be a good idea to check your learners’ answers to make sure real understanding is taking place. If you get no response, you may add or change some other questions. 3- When the reading comprehension is over, ask them to focus on the language structure: “either in end position”. Then ask them to answer the given questions. <p>Stage three: Now that the learners have acquired a certain knowledge about the topic, have them expand the hints in stage three by producing a leaflet as a homework. The objective behind this is to encourage autonomous production. It would be interesting to insist on following the given steps and to respect the genre to get a reasonably convincing leaflet.</p>
Answer key	Stage 1: a flight – a voyage – an excursion – a trip.

LESSON 7	AN INTERVIEW WITH A FOOTBALLER
SKILLS	Listening / Writing
SUBSKILLS	<p>Listening:</p> <ul style="list-style-type: none"> • acquire knowledge about a given topic. • develop awareness of aspects of the target culture. • build on prior acquisition to further and enhance learning. • Make an outline of a passage using key words. <p>Writing:</p> <ul style="list-style-type: none"> • consolidate “writing as a process.” Step Two: Organizing information / ideas.
FUNCTIONS	<ul style="list-style-type: none"> • Asking / Inquiring about satisfaction or dissatisfaction. • Expressing satisfaction.
GRAMMAR	<ul style="list-style-type: none"> • The present perfect progressive.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • fair play – team – team-mates - career – league – miss- grateful-eager- look forward to.
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • The pre-listening activity introduces the topic of the lesson. Learners may find it familiar. If not, they may work in pairs to help do the activities. <p>Stage two:</p> <ul style="list-style-type: none"> • The first listening is accompanied by a kind of cloze test, an activity through which the learners get a thorough idea of the passage. They may work in pairs or individually and then exchange findings. • The “True/False” statements are meant to help learners get a detailed comprehension and infer the speaker’s attitude. <p>Stage three:</p> <ul style="list-style-type: none"> • The new structure should be dealt with in context and the present perfect progressive should be contrasted with that of the present perfect which has already been dealt with in lesson 2. • The pronunciation exercise is a good opportunity for the learners to listen to authentic material and identify stress pattern. • The “process writing”(step 2) is a follow-up to the previous session. The learners have to follow the different stages mentioned in the textbook and the teacher’s role here is to control, monitor and provide help. <p>Remind your learners to keep their work in their files for future use.</p>
Answer key	<p>Stage one:</p> <p>1: FIFA: Federation Internationale du Football Amateur.</p> <p>Stage two:</p> <p>1: twelve years – very glad – beautiful – huge efforts – speak Spanish.</p>

LESSON 8

PROGRESS CHECK 1

ANSWER KEY

1- 1- mobile phone 2- fax 3- e-mail 4- letter.

2- 1- appreciate 2-willing 3- guidance 4- trouble 5- supportive
6- relatives 7- for 8-why

3- Many people enjoy sending and receiving emails especially if they share a common interest. Writing emails to a friend in English allows you to write the message and check words that you don't know. We advise you to write your emails while you're not connected and then connect just to type the message and send it.

4-

FAMILY	MEANS OF ENTERTAINMENT	INTERNET	FOOD
relatives stepfather in-law wife grandson security	T.V music dancing games	chat email online surfing click	diet nutrition healthy consumption vegetables nutrients

5- interested known correspond security personal certain meeting

6- 1- is located 2- have been 3- moved 4- earn 5- didn't last 6- more

7- 1- generosity 2- but 3- order 4- so 5- offered 6- grateful
7- recovered 8- because of

ARTS 3	CRISS-CROSSED LOVERS
SKILLS	Reading / Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Differentiate between relevant/irrelevant information. • Follow a sequence of events. <p>Writing :</p> <ul style="list-style-type: none"> • Producing a guided summary
FUNCTIONS	Narrating past events/ Talking about one's life.
ACTIVE VOCABULARY	To propose to sob. / to miss / heartbroken/ impulsive/ engagement ring/ weary
SUGGESTED PROCEDURE	You may use the jigsaw reading technique if you judge the text too long. Check on effective understanding of the different events or else your students won't be able to fully cope with the coming writing activity (4). The lighter side may be used to highlight how circumstances can be decisive factors in our lives. Encourage the students to speak out their own understanding of the topic and to give examples.
ANSWER KEY	1/ a-F / b-N.M / c-T / d-T / e-F / f-N.M / g-N.M / h-T

ECONOMICS 3	LETTERS OF ENQUIRY
SKILLS	Reading
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Skim texts (letters) and identify their main purpose. • Scan for specific information. • Guess the meaning of unfamiliar words through context.
FUNCTIONS	• Enquiring / replying
ACTIVE VOCABULARY	catalogue – sample – trade – negotiate - authorize.
SUGGESTED PROCEDURE	Have your learners survey the two letters , find out which was written first, identify the purpose of each of them, then justify their answers. Next, ask them to read each letter separately and answer the questions(3). You'd better deal with the vocabulary exercise in an integrated way.

BOOK MAP : Theme 4

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
IV-Social Problems		9 : Violence	<p>Speaking :</p> <ul style="list-style-type: none"> • Work in pairs/ groups to perform tasks. • Support one's opinion. • Organize ideas, follow a model. <p>Writing:</p> <ul style="list-style-type: none"> • Consolidate writing as a process. 		Countable/ uncountable nouns		
		10 : Child labour	<p>Reading :</p> <ul style="list-style-type: none"> • Tap on different sources to get specific information (picture/table) • Skim a text to infer the main idea through topic sentences. <p>Speaking:</p> <ul style="list-style-type: none"> • Express one's opinion about specific issues. • Pronounce properly at word level. <p>Writing:</p> <ul style="list-style-type: none"> • Consolidate writing as a process. (step 4). 	Reporting / Describing.	<ul style="list-style-type: none"> - The irregular verbs - The present perfect 		
		11 : Life Without Parents	<p>Reading :</p> <ul style="list-style-type: none"> • Predict content from title and picture. • Transfer information onto a table. • Guess meaning from context. <p>Speaking:</p> <ul style="list-style-type: none"> • Select information from more than one source and reinvest it in speech.. • Express opinions about concrete situations/specific issues. 	Describing people: living conditions	Let / make / have sb. do sth.		
		A4 : The Colour of Nutrition	Reading/ Writing	Advising about health			
		E4 : letters of Complaint	Reading/ Writing	Complaining / replying to a complaint	-		

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 4

LESSON NINE	VIOLENCE
SKILLS	Speaking - Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> ask for / give information according to context. Organize points, ideas, follow a model outline. Support one's opinion with arguments Work in groups to perform a task <p>Writing:</p> <ul style="list-style-type: none"> Consolidate writing as a process.
GRAMMAR	<ul style="list-style-type: none"> Countable – non-countable nouns.
ACTIVE VOCABULARY	insult – yell – hostility – hooliganism – flexibility – tolerance- apologize- threaten- fight- conflict- peace .
SUGGESTED PROCEDURE	<p>This lesson deals with one of the negative aspects of social life. It treats different types of violent behavior.</p> <p>Stage one</p> <ul style="list-style-type: none"> Ask your learners to work in pairs to exchange ideas about what the two pictures have in common. Let them know that the description of the people and the scenes is very important since it leads them to talk about violent behavior. In the second activity, learners at this stage are not supposed to know exactly the meaning of all the words; but they just have to know whether the behavior is violent or not. <p>Stage two</p> <p>The second stage is a speaking activity. Ask the students to discuss in pairs whether the given statements represent violent behavior and to justify their answers .</p> <p>Once all the statements have been dealt with , tell the students to work in groups and encourage them to voice out their opinions freely.</p> <p>Stage three</p> <p>The structures treated are countable and non-countable nouns. In classifying the nouns, you can help the students with the first two words so that they can understand the difference between both nouns and then ask them to continue doing both exercises till they reach the grammar summary table.</p> <p>Writing as a process: In this third step, ask your students to develop the ideas they gathered in the previous step and to produce their first draft. If need be, you can always help.. When they finish, ask them to exchange their work to proof read the first draft.</p>
Answer key	<p>Stage three: 4- How to avoid violence</p> <p>1- conflicts 2-spice 3-big fights 4- out of control - 5- bothering 6-emotions 7- listen to 8- bad language 9- compromise 10- if all fails.</p>

LESSON 10	CHILD LABOUR
SKILLS	Reading / Speaking / Writing
SUBSKILLS	<p>Reading :</p> <ul style="list-style-type: none"> • tap on different sources to get specific information / to answer specific questions. • skim a text to identify the main idea through topic sentences. • guess the meaning of unfamiliar words through context. <p>Speaking:</p> <ul style="list-style-type: none"> • make statements about concrete situations. • support one's opinion with arguments. • reinvest new words / expressions from core vocabulary and new structures in one's speech. <p>Writing</p> <ul style="list-style-type: none"> • consolidate "writing as a process." (Step 4): Producing the final draft.
FUNCTIONS	<ul style="list-style-type: none"> • Reporting / describing
GRAMMAR	<ul style="list-style-type: none"> • Countable – non-countable nouns.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • The superlative
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Have your learners focus on the picture and comment on it. Then ask them to analyze the table and answer the questions below. This will enable them to compare and contrast information and to draw conclusions. <p>Stage two:</p> <ul style="list-style-type: none"> • Have your learners read the topic sentence of each paragraph. This will help them have a general idea of the text. As for the comprehension questions, they add further details about the topic. • The vocabulary exercise can be dealt with during the comprehension stage. This will help the learners develop their guess-work strategies. • The new structure is a review and a consolidation of the comparative and the superlative. Hopefully, the learners will be able to complete the table correctly. If not, some remedial work activities will be necessary. • In the pronunciation activity the learners are expected to deduce the rule with the help of their teacher. <p>Stage three:</p> <ul style="list-style-type: none"> • Assign a group work activity. It's a good opportunity for intra-group interaction that can be followed by an inter-group interaction. <p>Stage four:</p> <ul style="list-style-type: none"> • This is the last step in "writing as a process." The students are expected to produce their final draft. As for the teacher, he /she should explain the different activities and should remind his/ her learners to keep their final product, hopefully corrected, for future use.
Answer key	<p>Stage two:</p> <p>3: vocabulary: estimated – manufacturing – to endure – to contribute 5: pronunciation: Rule: The words ending with "tion" have the stress on the last but one syllable.</p>

LESSON 11	LIFE WITHOUT PARENTS
SKILLS	Reading / Speaking
SUBSKILLS	<p>Reading :</p> <ul style="list-style-type: none"> • predict content from title and pictures. • tap on different sources to get specific information / answer specific questions. • transfer information onto a table. • scan a text for specific information. • guess the meaning of unfamiliar words through context. <p>Speaking</p> <ul style="list-style-type: none"> • make statements about facts / concrete situations. • select information from more than one source and reinvest it in speech.
FUNCTIONS	<ul style="list-style-type: none"> • Describing people.
GRAMMAR	<ul style="list-style-type: none"> • Causative verbs (make/let/have)+ bare infinitive.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • Drop out – siblings – consent – foster home – come to a head..
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Have your learners focus on the title and the picture and answer the questions. Then ask if they can predict the content of the texts. <p>Stage two:</p> <ul style="list-style-type: none"> • Assign a “Jigsaw reading” and ask your learners to fill in their corresponding part in the given table. Since there is an information gap situation they will need to exchange information to be able to complete the whole table.. • Through comparing Meseret’s teacher with her step-brother, the learners will develop their ability to evaluate people and information and to draw conclusions. • The new structure should be dealt with in context and the exercise on the textbook provides further practice. <p>Stage three:</p> <ul style="list-style-type: none"> • Here the students are expected to react to the text through making deductions. Then, they’re supposed to exchange ideas and opinions in an interactive way.

ARTS 4	THE COLOUR OF NUTRITION
SKILLS	Reading / Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Predict content • Acquire knowledge about a given topic • Judge the accuracy of information with respect to reader's knowledge of the world. <p>Writing :</p> <ul style="list-style-type: none"> • Sensitize people to do something.
FUNCTIONS	Active Vocabulary
ACTIVE VOCABULARY	Nutrition/colorize/ diet/ spectrum/ consumption/ loaded with/ chemicals/ peel (v.)/ promoting.
SUGGESTED PROCEDURE	<p>Stage 1 :</p> <p>Activity1: You may need to write down guesses on board to give the students a better chance to check their guesses later on.</p> <p>Activity2: This activity is to be done orally. The aim is to trigger students' background knowledge and narrow down their focus onto the theme of the reading text.</p> <p>Activity3: The aim is not only to remind the students of a well-known proverb "An apple a day keeps the doctor away", but also to relate the proverb to the topic of the lesson and check its veracity.</p> <p>Stage 2:</p> <p>The sequencing of the activities is essential here, so the teacher needs to monitor them, as suggested in the textbook. (From picture to caption to the introduction to the whole text).</p> <p>Activity4 is not a speaking; it is only intended to assess students' comprehension.</p> <p>Stage 3:</p> <p>This writing activity should be viewed as an opportunity for students to expand and reinvest the knowledge they have acquired through the lesson.</p>
ANSWER KEY	<p>Stage 1 : 3/ An apple a day keeps the doctor away.</p> <p>Stage 2 : 5/ a-large range / b-mental deterioration caused by aging / c- a complete report / d-the power of colours.</p>

ECONOMICS 4	LETTERS OF COMPLAINT		
SKILLS	Reading / Writing		
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Skim texts (letters) to identify purpose . • Scan for specific information. • Build vocabulary (conversion). <p>Writing</p> <ul style="list-style-type: none"> • Complete gapped texts. 		
FUNCTIONS	<ul style="list-style-type: none"> • Complaining/replying. 		
ACTIVE VOCABULARY	complaint – apology – delivery – dispatch – consignment.		
SUGGESTED PROCEDURE.	<p>Stage 1: Ask your learners to read the two letters with a focus on the purpose and give justification. The comprehension questions help your learners get detailed information about the two letters in a non-linear way</p> <p>Stage 2: Make sure you highlight the linguistic features of a letter of adjustment.</p>		
Answer key	4 – consign execution	dispatch deliver	apologize replace

BOOK MAP :Theme 5

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
V: Attitudes and Values		12. Money and Evil.	<p>Speaking: Make judgements about specific issues.</p> <p>Reading:</p> <ul style="list-style-type: none"> • skim a text to infer the main idea through beginning and end of paragraphs. . 0 build on prior acquisitions to enhance learning. • guess the meaning of unfamiliar words through context. 	<p>* Expressing want or desire.</p> <p>* Talking about oneself and one's family.</p>	• I want to + verb/ I'd like to + verb.	appreciation - path - be willing to -car- security- support - accomplish - protection -guidance - trouble - comment -	
		13. Songs of Freedom	<p>Listening:</p> <ul style="list-style-type: none"> ° Skim a text to identify main idea. ° Scan for specific information. ° Infer and evaluate the poet's intention. ° Demonstrate appreciation of different text types. ° Recognize the relation between form and meaning. 	Instructing/ Directing others to do something: Imperatives		- delight - clutch- - grin- bunch - shriek - astonished - stare – melt weigh sob. Up. stare	
		14. Why I had to leave my job.	<p>Reading:</p> <ul style="list-style-type: none"> • Identify core vocabulary items in a variety of texts. • Predict content from title, picture and caption. • Evaluate information and express judgement. <p>Speaking:</p> <p>Express opinions and make judgements about specific issues/topics.</p> <ul style="list-style-type: none"> • Select information from more than one source and reinvest it in speech. 	Talking about one's life experience. Expressing agreement/disagreement	The question tag	Honest / tolerant / trustworthy / faithful / reliable / insincere / jealous / suspicious / deceitful / shameful. / emergency.	
		A5: The Fox and the Crow	Reading	Developing / demonstrating critical thinking		Trust / flatter / threaten / to trick / to grab / to bet	
		E5: Letters of Notification and Warning	Reading / writing	warning		Persuade / overdue / to exhaust / to consult / attorney / threatening	

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 5

LESSON 12	MONEY AND EVIL
SKILLS	Speaking / Reading
SUBSKILLS	<p>Reading :</p> <ul style="list-style-type: none"> • express agreement • express opinion about specific issues / topics. • support one's opinion with arguments. <p>Speaking</p> <ul style="list-style-type: none"> • transfer information onto a table. • infer writer's opinion. • guess meaning of unfamiliar words through context.
FUNCTIONS	<ul style="list-style-type: none"> • Expressing opinions.
GRAMMAR	<ul style="list-style-type: none"> • As a result – that's why – therefore: cause/result
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • Root – evil – corruption – tyranny – dignity – appeal – decent – cheating revenge – anarchy- calamity.
SUGGESTED PROCEDURE	<p>Stage one:</p> <p>Have your learners read all the statements, select the ones they strongly agree with and be ready to justify their choice. Hopefully, they will be able to express their opinions and support their arguments in an interactive way.</p> <p>Stage two:</p> <ul style="list-style-type: none"> • A focus on the topic sentences can help learners get an idea about the layout of the text and at the same time infer the writer's opinion. • Once the learners complete the information transfer table, they will have achieved a detailed exploitation of the text. • The vocabulary exercise can be dealt with during comprehension to train students to guess meaning from context . As for the noun / adjective conversion exercise, it's advisable that the students do it individually then share their findings with peers. • The new structure should be dealt with in context. The learners should deduce rules then complete the table preferably with the help of the teacher. <p>Stage three:</p> <ul style="list-style-type: none"> • The cross-word puzzle is meant to consolidate vocabulary in a lighter way.

LESSON 13	SONGS OF FREEDOM
SKILLS	Listening
SUBSKILLS	<ul style="list-style-type: none"> • skim a text to identify main idea. • scan for specific information. • infer and evaluate the poet's intention. • demonstrate appreciation of different text types.(lyrics). • recognize the relationship between form (pronunciation) and meaning.
Functions	Instructing / directing others to do something: Imperatives
ACTIVE VOCABULARY	Freedom – duties – rights – peace – precious – joy – forgive.
SUGGESTED PROCEDURE.	<p>Stage one: Have your students complete the chart individually, then share and compare with peers. The secret word is a key word in the song.</p> <p>Stage two:</p> <ul style="list-style-type: none"> • Play the tape and ask your learners to do activity one. The answer is another key word in the song. To be sure your students do not read while listening, tell them to close their books beforehand. • Play the tape again and assign activities two and three. • Books are open now. Play the tape and have your students write the missing words. Play the tape again if you feel a need for that. This activity is very important in that, it helps identify sounds and words and develops the listening skill of the learners. Before asking for the feedback, give your learners a chance to share and compare their findings. Once you get the answers, play the tape for the last time and have your students check their answers and at the same time enjoy and appreciate the song. • Do not hesitate to tell your students to learn the song by heart and why not to start writing their first lyric. They will certainly enjoy that. <p>Stage three:</p> <ul style="list-style-type: none"> • The pronunciation activity is a good opportunity for the learners to listen to authentic material and to identify and discriminate different sounds.
Answer key	Stage one: The secret word is: FREEDOM.

LESSON 14	WHY I HAD TO LEAVE MY JOB.
SKILLS	Reading / Speaking
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • identify core vocabulary items in a variety of texts. • predict content from title, picture and caption. • skim a text to identify / infer the main idea. • transfer information onto a table. • evaluate information and ideas and express judgement. <p>Speaking</p> <ul style="list-style-type: none"> • express opinion and make judgements about specific issues / topics. • select information from more than one source and reinvest it in speech.
FUNCTIONS	<p>Talking about one's experience.</p> <ul style="list-style-type: none"> • Expressing agreement / disagreement.
ACTIVE VOCABULARY	Honest – tolerant – trustworthy – faithful – reliable – insincere – jealous suspicious – deceitful – shameful- emergency..
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Have the students complete the words of the spider gram. Ask them to share and compare their findings with their peers before they give you the feedback. (All the words relate to the topic of the day). - Step 2(classifying) is meant to help the students discriminate between these words. <p>Stage two:</p> <ul style="list-style-type: none"> • Have the students focus on the title, the picture, and the caption and ask them to guess the content of the text. This will help them develop their predictive skill. • Once the students check their guesses, set them on the comprehension questions through which they will hopefully get a thorough understanding of the text. • The new expressions / idioms in activity 4 are highlighted in the text. They can be dealt with during the comprehension stage or after. The multiple choice activity is suitable for guessing. • In activity 5 the learners are supposed to make judgements about the two main characters in the text using the words and expressions they have just learnt. <p>Stage three:</p> <ul style="list-style-type: none"> • This activity is a follow up to the reading comprehension. The students are supposed to reinvest the core vocabulary they've just acquired in their speech. Have them focus on the guidelines and the suggested procedure. Doing so will help them express their opinions in a relevant and well organized way.
Answer key	<p>Stage one:</p> <p>1: immoral – deceitful – indifferent – tolerant – corrupt – trustworthy – reliable – insincere – suspicious – jealous.</p>

ARTS 5	THE FOX AND THE CROW
SKILLS	Reading
SUBSKILLS	Reading <ul style="list-style-type: none"> • Recognize the relationship between form and meaning • Evaluate information or ideas.
FUNCTIONS	Developing/demonstrating critical thinking
ACTIVE VOCABULARY	Trust / flatter / threaten / to trick / to grab / to bet.
	Cultural hints: Fables and folk tales are short fictional narratives which illustrate a moral, or a lesson. They are an indirect means of telling truths about life. Thus they have a level of meaning beyond the surface story. The story is a simple event, but it implies things about people and the larger world. In this fable, the lesson is: Do not trust flatterers".
SUGGESTED PROCEDURE	<ul style="list-style-type: none"> • You need to make sure the students understand the title. Since they all, most likely, know the story, this will help them complete the text. • Take the necessary time to deal with activity 3 (questions) in an interactive manner. • The part dealing with humour is a chance for the students to get acquainted with the topic, so make sure they understand the differences and encourage them to give examples of their own to illustrate the different types of humour.

ECONOMICS 5	LETTERS OF NOTIFICATION AND WARNING
SKILLS	Reading / Writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Transfer information onto a table. • Infer information. • Evaluate information : Express judgement. <p>Writing</p> <ul style="list-style-type: none"> • Use semantic and syntactic connectors to achieve coherence.
FUNCTIONS	<ul style="list-style-type: none"> • Warning.
ACTIVE VOCABULARY	Persuade – overdue – to exhaust – to consult – attorney – threatening.
SUGGESTED PROCEDURE.	<p>Stage 1: Make sure activity one is done as a pair work.</p> <p>Stage 2:</p> <ul style="list-style-type: none"> • It should certainly help if you prepare the students for the coming reading activity (Set them in the appropriate context). • Encourage the learners to react to activities b, c and d in stage two and to express their opinion: this will show their understanding of the text. <p>Stage 3:</p> <ul style="list-style-type: none"> • Make sure you highlight the linguistic feature of a letter of complaint. Ask the students to give whatever clues helped them organize the letter.

BOOK MAP :Theme 6

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
VI: Rights and Duties		15: Human Rights	<p>Reading:</p> <ul style="list-style-type: none"> ◦ Tap on different sources to get specific information (picture). ◦ Categorize information (vocabulary items.) ◦ Identify the communicative value of a text. <p>Speaking:</p> <ul style="list-style-type: none"> ◦ Describe one's opinions/ feelings about a particular situation (slavery.) <p>Writing:</p> <ul style="list-style-type: none"> ◦ Consolidate writing as a process (step1). 	<p>Talking about one's life (autobiography.)</p> <p>Expressing displeasure / dissatisfaction.</p>	<p>The passive voice</p> <p>Present/ past tenses.</p>	<p>Master / property / slave / whipping / burial / hardship / penalty / restless / evidence / trader / hire.</p>	
		16: Equality offers prosperity	<p>Speaking:</p> <ul style="list-style-type: none"> ◦ Make statements judgements about facts/concrete situations. <p>Listening:</p> <p>Writing:</p> <p>Acquire knowledge of a given topic.</p> <ul style="list-style-type: none"> ◦ Guess meaning of unfamiliar words through context. ◦ Recognize the relationship between form and meaning. 	<p>Expressing intention.</p>	<p>A little+ uncountable noun.</p> <p>A few + countable noun.</p> <p>A lot of + countable/uncountable noun.</p>	<p>Empowerment / promotion / commitment / oppression / millennium / gender.</p>	
		A6: Men and Women	<p>Speaking/Writing</p>	<p>Expressing opinion</p>		<p>Career / household / ensure / law</p>	
		E6: Job Hunting	<p>Reading / Writing</p>	<p>Advertising / responding to ads.</p>		<p>Training / vacation / application / qualify / appointment / available</p>	

Lesson Seventeen

PROGRESS CHECK TWO

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 6

LESSON 15	HUMAN RIGHTS
SKILLS	Reading / Speaking / Writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • produce descriptions to match illustrations related to a specific topic. • skim a text to identify / infer main idea. • acquire knowledge about a given topic. <p>Speaking</p> <ul style="list-style-type: none"> • reinvest new words from core vocabulary in one's speech. • express opinion / make judgements about specific issues / topics. <p>Writing</p> <ul style="list-style-type: none"> • consolidate " writing as a process." (Steps1+2: Gathering information and organising ideas).
FUNCTIONS	<ul style="list-style-type: none"> • Describing, narrating and reporting. • Expressing displeasure / dissatisfaction.
GRAMMAR	<ul style="list-style-type: none"> • The passive voice: present / past tenses.
ACTIVE VOCABULARY	Slave – master – own – beat – restless – field-hand – whipping- burial – trade - hire..
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Engage your learners into picture description. The words they find are to be added to the table below. This will expand their knowledge of related vocabulary. <p>Stage two:</p> <ul style="list-style-type: none"> • Have your learners survey the text to identify the writer and the text type. • The comprehension questions help the learners get into further details. As for the vocabulary exercise, it helps guess the meaning of unfamiliar words from context. It can be dealt with integratively or at the end to check comprehension. • The new structure, "the passive voice," should be dealt with progressively. The exercise that follows serves for consolidation and the table for recapitulation. <p>Stage three:</p> <p>The learners are supposed to judge the statements, choose two of them, discuss with peers and justify their choice, then explain their viewpoint to the rest of the class.</p> <ul style="list-style-type: none"> • In process writing, have your learners read the topic carefully and brainstorm and gather as much information as they can. • Remind them to keep their work in a file for future use.
Answer key	<p>Stage one:</p> <p>2: nouns: slave – trader – owner – hardship. verbs: sell – hire – exploit – suffer. adjectives: ignorant – exploitative – illiterate – appalling.</p> <p>Stage two:</p> <p>3: a + 4 ; b + 7 ; c + 6 ; d + 2 ; e + 8 ; f + 5 ; g +1.</p> <p>5-c: 1: thought – 2: were wearing – 3: heard – 4: was robbed – 5: was driven – 6: drove – 7: was stolen – 8: was hurt – 9: were shown – 10: have not been caught.</p>

LESSON 16	EQUALITY OFFERS PROSPERITY
SKILLS	Speaking / Listening
SUBSKILLS	<p>Speaking :</p> <ul style="list-style-type: none"> • make statements/judgements about facts / concrete situations. <p>Listening</p> <ul style="list-style-type: none"> • skim a text to identify / infer the main idea. • acquire knowledge of a given topic. • guess the meaning of unfamiliar words through context. • recognize the relationship between form and meaning.
FUNCTIONS	<ul style="list-style-type: none"> • Expressing intention.
GRAMMAR	<ul style="list-style-type: none"> • A little + uncountable noun. • A few + countable nouns • A lot of + countable / uncountable nouns.
ACTIVE VOCABULARY	Empowerment – promotion – commitment – oppression – millennium – gender.
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Have your learners examine the statement and discuss it in pairs, then have them do the verb / noun conversion exercise. Both activities serve as a good preparation for the listening. <p>Stage two:</p> <ul style="list-style-type: none"> • Have your learners read the introduction in their textbooks to get an idea about the topic and get ready for the listening. • Once they answer the comprehension questions, the students get a thorough idea of the passage. This will be consolidated through the gap-filling activity that follows. • The matching exercise can be dealt with through comprehension or at the end of the listening for a checking purpose. As for the pronunciation exercise, it helps students discriminate between sounds through listening to authentic material. <p>Stage three:</p> <ul style="list-style-type: none"> • The structures are not strange to the students. We hope the consolidation exercise will help them find out the rule.
Answer key	<p>Stage one:</p> <p>2: declaration – commit – oppression – promote – empower – fear.</p>

ARTS 6	MEN AND WOMEN
SKILLS	Reading / Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Express agreement / disagreement. • Support one’s opinion with arguments. • Reinvest real world knowledge and experience in one’s speech. • Speak fluently in interactive situations without worrying too much about mistakes. <p>Writing</p> <ul style="list-style-type: none"> • Develop as an autonomous creative writer: Write a “haiku”.
FUNCTIONS	Expressing opinion.
ACTIVE VOCABULARY	career - household - ensure - law.
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Have your learners focus on the title and the illustrations and try to predict the topic / theme. • Ask your students to classify the statements according to the given headings. Once they do so, they will be prepared for the following stage. <p>Stage two:</p> <ul style="list-style-type: none"> • Allocate enough time to this activity. Have your students brainstorm, then refer them to the expressions / phrases given which will help them express their opinions and stand for them. Make the activity as interactive as possible. • In the writing activity in the lighter side, the steps mentioned in the textbook offer great help to the students to write their first haiku. Also, the role of the teacher is very important in making this activity as pleasant and stress-free as possible. It’s hopeful the learners will appreciate this type of poetry.

ECONOMICS 6	JOB HUNTING
SKILLS	Reading / Writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Scan for specific information (from different sources). <p>Writing</p> <ul style="list-style-type: none"> • Reinvest real world knowledge and experience in one's writing.(parallel writing).
FUNCTIONS	<ul style="list-style-type: none"> • Advertising / responding to ads.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • training – vacation – application – qualify – appointment – available.
SUGGESTED PROCEDURE	<p>Stage 1:</p> <ul style="list-style-type: none"> • The pre-reading activity serves as a warming up that prepares the learners for the reading activity . <p>Stage 2:</p> <ul style="list-style-type: none"> • Today, your learners are dealing with a type of text they are not familiar with ,which requires a special reading strategy : scanning. Ask them to read each statement separately and scan the ads to find out the specific information. <p>Stage 3:</p> <ul style="list-style-type: none"> • Natural logic reply to a job advertisement is of course an application for a job .So, have your students choose one advertisement and apply to it. The hints on the textbook are helpful.

Lesson 17

PROGRESS CHECK 2

Answer key

1- 1- lacked 2- nourished 3- worse 4- inhabitants 5- of
6- death 7- react 8- access

2- particularly employees obedient asked economical produce

3- 1- was given 2- stop 3- has never told 4- how much
5- was find 6- was beaten 7- but

4- the hardest happier more interested more relaxed
the most wonderful clearer

5- a- dignity b- reliable c- deliver d- comfort

6- Two men were taken to hospital. They were stabbed in the early hours of Sunday. The injured men collapsed lungs in the incident. A police spokeswoman said: "This was a violent attack on two men. The two men suffered serious injuries. They were beaten by a group of teenagers. Anyone with the information about the criminals is asked to contact the police."

7- In 1994, violence in Rwanda ended in death. One million Rwandans died in 100 days of appalling violence. Oxfam (a registered charity) provided safe water and sanitation for the thousands forced to escape from their homes.

BOOK MAP :Theme 7

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
VII: Education		18: School Uniforms	<p>Reading :</p> <ul style="list-style-type: none"> • Describe illustrations and answer questions about them. • Skim a text to identify its type through beginnings of paragraphs. <p>Speaking:</p> <ul style="list-style-type: none"> • Express and support opinions. <p>Make judgements about specific issues.</p> <p>Writing:</p> <ul style="list-style-type: none"> • Consolidate writing as a process.(step 3). 	Expressing opinions	The reflexive Pronouns.		
		19. Coping with Exams	<p>Reading:</p> <ul style="list-style-type: none"> • Tap on different sources to get specific information and answer specific questions. • Scan for specific information. <p>Writing:</p> <ul style="list-style-type: none"> • Consolidate writing as a process(step4. Producing the final draft. 	Giving advice / Expressing fear and worry	Ought to/ need- n't/ had better/ Should have/ Shouldn't have		
		A7: Pushy Parents	Speaking/ Reading	Expressing opinion			
		E 7: Inflation	Reading / Writing	Defining			

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 7

LESSON 18	SCHOOL UNIFORMS
SKILLS	Reading / Speaking / (Writing)
SUBSKILLS	<p>Reading :</p> <ul style="list-style-type: none"> • describe illustration and answer questions related to it. • skim a text to identify its type through beginnings of paragraphs. • transfer information onto a table. • tap on different sources to get specific information. • guess the meaning of unfamiliar words through context. • recognize the relationship between form (pronunciation) and content. <p>Speaking:</p> <ul style="list-style-type: none"> • express opinions / make judgements about specific issues. • support one's opinions with arguments. <p>Writing:</p> <ul style="list-style-type: none"> • consolidate "writing as a process." (step 3: Producing the first draft).
FUNCTIONS	<ul style="list-style-type: none"> • Expressing opinions.
GRAMMAR	<ul style="list-style-type: none"> • The Reflexive pronouns.
ACTIVE VOCABULARY	Distinguish – smart – suppress – to conform to- uniform..
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Have your learners focus on the title and the picture, answer the questions and give their opinions about the issue. <p>Stage two:</p> <ul style="list-style-type: none"> • Ask your learners to read the beginnings of the paragraphs to infer the text type and to get an idea about the topic. • The "Information Transfer" table and the "Matching table" enable the students to get into specific details. As for the vocabulary exercise, it will help the students guess the meaning of unfamiliar words through context and the pronunciation exercise will help them discriminate between sounds. Have your students do these activities individually. Then, ask them to share their findings. • The new structure is not new to the learners at this level. The gap filling and the table filling activities are good opportunities for practice. <p>Stage three:</p> <ul style="list-style-type: none"> • Once the reading is over, the students will hopefully have a good idea about the advantages and the disadvantages of school uniforms. They can add other ideas of their own and express their opinions orally. Break the class into two groups. Some will work on the advantages and some others on the disadvantages. Then organize a debate. It's a good opportunity to develop interaction skills. <p>Stage four:</p> <ul style="list-style-type: none"> • In this step of "process writing," the students are expected to start producing. Once their first draft is over, have them exchange their paragraphs for proof-reading.
Answer key	<p>Answer key Stage two:</p> <p>2: Rachel: for ; Anita: for ; Emma: against ; Katie: against ; Sue: for ; Sarah: for + against.</p> <p>3: 1: c + d ; 2: a ; 3: b ; 4: f + h ; 5: e ; 6: g.</p>

LESSON 19	COPING WITH EXAMS
SKILLS	Reading / writing
SUBSKILLS	<p>Reading :</p> <ul style="list-style-type: none"> • tap on different sources to get specific information and answer specific questions. • scan for specific information. <p>writing:</p> <ul style="list-style-type: none"> • consolidate “writing as a process.” (Step 4: producing the final draft)
FUNCTIONS	<ul style="list-style-type: none"> • Expressing fear and worry. • Advising others to do something.
GRAMMAR	<ul style="list-style-type: none"> • Had better + Should + verb === advice Ought to + Needn't + verb === lack of necessity / unnecessary action.
ACTIVE VOCABULARY	Take / pass an exam – fail – check (vb) – cope – blank.
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • Have your learners read the two questions, jot down their ideas, discuss their ideas in pairs, then ask for their feedback. The result is a short speaking activity that prepares for the lesson. <p>Stage two:</p> <ul style="list-style-type: none"> • Have your learners focus on the illustrations, read the captions and answer the questions that follow. Then, ask them to do the matching exercise either in pairs or individually providing they share and compare their findings. • The language activity is an opportunity for the students to recycle and practise the structure orally then through multiple choice and the table enables them to discriminate between the different modals and identify their specific meanings. <p>Stage three:</p> <ul style="list-style-type: none"> • This is the last step in the “process writing” and your learners are expected to finalize their paragraph. Ask them to proofread it one more time before you collect their papers. • Remind them to keep their corrected papers in their file for later uses.
Answer key	<p>Stage two- 2: a: Jane – b: Andy – c: Paul – d: Steve – e: Terry – f: Chunk – g: Mary.</p> <p>Stage two- 4: + a: should've – b: will – c: shouldn't have – d: needn't e: had better - f: must – g: ought to + a: regret – b: future – c: reproach – d: unnecessary action e: advice – f: deduction/logical conclusion – g: advice.</p>

ARTS 7	PUSHY PARENTS.
SKILLS	Speaking / Reading
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> Express opinions / make judgements about specific issues / topics. <p>Reading</p> <ul style="list-style-type: none"> Skim a text to identify the main idea. Scan for specific information. Evaluate information / ideas.
FUNCTIONS	Expressing opinions
ACTIVE VOCABULARY	Pushy - offspring - A-level - shift - shepherd (verb) - G.C.S.E.
SUGGESTED PROCEDURE	<p>Cultural hints</p> <p>Since the text deals with British culture, you need to explicitly give the students cultural hints to help them understand. The acronyms "G.C.S.E". and "A. level" pertain to the British educational system. G.C.S.E. stands for the General Certificate of Secondary Education and it is the equivalent of the Bac Diploma in Tunisia.</p> <p>A. level stands for Advanced level as opposed to O. level which stands for Ordinary level and which is almost the equivalent of second secondary in Tunisia.</p> <p>Stage one:</p> <ul style="list-style-type: none"> Make sure your students express their opinions and stand for them. Interaction here is of prime significance. <p>Stage two:</p> <ul style="list-style-type: none"> The title is expressive and helps the students predict the content of the text. Once the students do the matching activity, they will have a good idea about the attitudes of the parents and will be able to evaluate them. In the gap-filling activity (par. 3), make sure your students justify their choices. <p>Stage three :</p> <p>The gap-filling activity is a good opportunity to practise vocabulary in context and to develop writing skills.</p>
Answer key	<p>Stage two:</p> <p>2- 1-c 2-c 3-b 4-c 3- affects to stand to increase to wake up 4- . c . c</p> <p>Stage three: : should told you waste of time to be dropped useless fail as soon as shouldn't welfare</p>

ECONOMICS 7	INFLATION
SKILLS	Reading / Writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Build on prior acquisition to further and enhance learning. • Identify implicit logical relations. • Acquire knowledge of the language (vocabulary) . <p>Writing</p> <ul style="list-style-type: none"> • Express opinions ,make judgments about a specific issue. • Produce a piece of writing.
FUNCTIONS	<ul style="list-style-type: none"> • Defining
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • Inflation – pension – cost of living – expenses – value – goods.
SUGGESTED PROCEDURE	<p>Stage 1:</p> <ul style="list-style-type: none"> • Have your learners do the matching activity. You can ask them about the reason of their choice. <p>Stage 2:</p> <ul style="list-style-type: none"> • Tell students to read the text to check their answers in stage one .Then ask them to do the first activity and tell them that all the words they will use are not in the text. • Activity 2 (gap-filling) can be treated individually or in pairs to check the comprehension of the target vocabulary words. <p>Stage 3:</p> <ul style="list-style-type: none"> • Go through the different steps of the writing activity. You can help in case of need. Be sure that they exchange their work for correction and improvement.
Answer key	<p>Stage 1: 1-c 2-a 3-d 4-b</p> <p>Stage 2: 1- increase goods value</p> <p> 2- expenses cost of living pension</p> <p> lifestyles depressed</p>

BOOK MAP :Theme 8

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUN- CIATION
VIII : Profession- al Life	20 :I had no choi- ce.	<p>Reading :</p> <ul style="list-style-type: none"> • Build on prior acquisitions to further and enhance learning. • Classify information. • Infer the writer’s attitude and feelings about a particular topic/situation <p>Speaking:</p> <ul style="list-style-type: none"> • Evaluate the writer’s attitude • Express opinion/ make judge-ments about specific issues. 	Talking about one’s life.	Should + perfect infi- nitive	Guilty / relieve / fond of / look after / settle down / self-sufficient / pick up.		
	21. What’s your dream job?	<p>Listening:</p> <ul style="list-style-type: none"> ◦ Build on prior acquisitions to further enhance learning. ◦ Scan for specific purposes. ◦ Acquire knowledge of the language. ◦ Pronounce properly at word level. 	Enquiring about inten- tion.	To + infi- nitive / In order to + infinitive / So that + clause(Purp- ose).	Degree / Physician / surgery/ a diplomat / a check -up / stitches / competitive / training / to earn / internship		
	22: A success Story.	<p>Reading:</p> <ul style="list-style-type: none"> ◦ Tap on different sources to answer specific questions/ per- form specific tasks. ◦ Evaluate the writer’s attitude about a specific topic. <p>Writing:</p> <ul style="list-style-type: none"> ◦ Produce a piece of writing using appropriate genre. (interview.) 	Talking about one’s life experience.	Used to + infinitive(habit in the past.)	Fed up / pitch / scho- larship / concert / deafness / hearing aid / handicap		
	A8: Students Part-time jobs	Reading/ Writing	Expressing opinion		Part-time / unfortunate / deliver / financial / assistance / income / fair		
	E8: The Budget Dollar	Reading/writing	Analyzing graphs Defining		Income / fund / fiscal / insurance		

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 8

LESSON 20	I HAD NO CHOICE
SKILLS	Reading
SUBSKILLS	<p>Reading :</p> <ul style="list-style-type: none"> • build on prior acquisition to further and enhance learning. • acquire knowledge about a given topic. • transfer information onto a table. • evaluate information or ideas and express judgement. • identify the communicative value of utterances.
FUNCTIONS	<ul style="list-style-type: none"> • Talking about one's life and one's experience.
GRAMMAR	<ul style="list-style-type: none"> • Should + have + past participle → - Regret
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • Manager – guilty – drop – be fond of – pick sb. up – profit – deficit – self-sufficient.
SUGGESTED PROCEDURE	<p>Stage one:</p> <ul style="list-style-type: none"> • In this pre- reading stage, have your learners read the questions, brainstorm, and classify their ideas according to the table. Then, they may compare their findings with their peers. This will prepare them for the reading activity. <p>Stage two:</p> <ul style="list-style-type: none"> • Have your learners read the text and do the activities 1 + 2 to get a detailed information of the text. • Activity 3 helps them identify the communicative value of the two utterances. • Activity 4 enables them to infer the speaker's attitude /feeling in different situations. • Activity 5 is an opportunity for them to react to the text and to make judgement. In the light of the students reaction, this activity may develop into a speaking. <p>Stage three:</p> <ul style="list-style-type: none"> • It's hopeful that the learners will identify the structure "should + have + past participle" and its meaning through context. • The exercise is an opportunity for practice and the table is a clear recapitulation.
Answer key	<p>Stage two- 3:- How could you...? = disapproval - He would make himself beans and toast = habit in the past</p> <p>Stage two- 4: a: proud – b: guilty – c: relieved – d: envious/jealous – e: guilty – f: sorry.</p>

LESSON 21	WHAT'S YOUR DREAM JOB?
SKILLS	Listening
SUBSKILLS	<p>Listening</p> <ul style="list-style-type: none"> • Build on prior acquisition to further enhance learning. • Scan for specific purposes. • Acquire knowledge of the language (vocabulary, pronunciation and grammar). • Pronounce properly at word level.
FUNCTIONS	<ul style="list-style-type: none"> • Enquiring about intention (Title of the lesson).
GRAMMAR	<ul style="list-style-type: none"> • to + infinitive; in order to + infinitive; so that + clause: purpose.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • Degree – physician – surgery – a diplomat – a check-up – stitches – competitive – training – to earn – internship.
SUGGESTED PROCEDURE	<p style="text-align: center;">Cultural hints : <u>Norway</u></p> <p>Location: Northern Europe, bordering the North Sea and the North Atlantic Ocean, west of Sweden. Land boundaries: total: 2,544 kms border countries: Finland 729 kms, Sweden 1,619 kms, Russia 196 km Natural resources: petroleum, copper, natural gas, nickel, iron ore, zinc, lead, fish, timber, hydropower. Environment - current issues: water pollution; acid rain damaging forests and adversely affecting lakes, threatening fish stocks; air pollution from vehicle emissions</p> <p style="text-align: center;"><u>Japan</u></p> <p>Location: Japan consists of several thousands of islands, of which Honshu, Hokkaido, Kyushu and Shikoku are the four largest. Japan's closest neighbors are Korea, Russia and China. The Sea of Japan separates the Asian continent from the Japanese archipelago.</p> <p>Area: Japan's area is larger than, for example, Germany's and comparable to the one of Italy or California.</p> <p>Population: The population of Japan is about 125,000,000. Almost the whole population is Japanese. More than half of the non Japanese population is Korean. Earthquakes: Japan lies in one of the most earthquake active regions of the world.</p> <p>Stage one :</p> <ol style="list-style-type: none"> 1- To begin the lesson, have your students complete the puzzle which focuses on some lexical items in the listening. Make sure you check their answers 2- Ask them to answer the questions, then to work in pairs and share their answers. <p>Stage two :</p> <ul style="list-style-type: none"> • Ask them to read question 1, to listen to the introduction and tick the correct option. Check their answers and continue with the second and third activities as indicated in the textbook. • For activity 4, play the tape again and tell students to focus on the pronunciation of the final "s" in the given words. You may devote some time to practice through repeating the same sound in some additional words.

Answer key

Stage three :

Introduce the language structure by following the given steps. Let them find the answers by themselves. The grammar summary table may be helpful.

Stage one :

Across 2- hospital 5- physicians 7-office 8- stage
 10- degree 11- fun

Down 1- diplomat 3- stitches 4- training 6- study
 9- ear

Stage two :

- assistant - Schooling - internship
- embassy - competitive - world.

LESSON 22	A SUCCESS STORY
SKILLS	Reading – writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Produce descriptions to match illustrations related to a specific topic area. • Ask for / give information appropriately according to context. • Identify logical relations. • Evaluate information or ideas (express judgement if information is correct, reasonable, relevant and interesting). <p>writing</p> <ul style="list-style-type: none"> • Develop as an autonomous creative writer through frequent personal writing (Writing an interview).
FUNCTIONS	<ul style="list-style-type: none"> • Narrating past events – Talking about one’s past life.
GRAMMAR	<ul style="list-style-type: none"> • Used to + verb (habitual action in the past).
ACTIVE VOCABULARY	Pitch – concert – fed up – partially – deafness – scholarship – drama - worthwhile – set up.
SUGGESTED PROCEDURE	<p>Stage one : The pre-reading activity is meant to prepare the students for the reading. Make sure you expose them to key words and main ideas related to the theme of the reading comprehension.</p> <p>Stage two :</p> <ul style="list-style-type: none"> • Activities 1, 2, 3 and 4 will hopefully help the learners understand the main feature of the text. • Activity 5 is a reaction to the text and it is desirable to encourage the students to freely express their views. • For the language practice, the teacher needs to carefully follow the procedure as mentioned in the textbook. The rationale is to guide the students to discover the language rule by themselves. <p>Stage three :</p> <p>1- For the writing activity, it is very important that students understand the genre they are producing. It is not any kind of paragraph. It must have all the necessary features of the interview. Besides the hints given, the teacher will need to provide the learners with samples of language exponents used in interviews.</p> <p>2-The project (step 1). Teachers may need to explain what Project-Based Learning (PBL) implies and how projects should be carried out. It is important to know among other things that Project-Based Learning (PBL) is “a systematic teaching method that engages students in learning knowledge and skills through an extended enquiry process structured around complex, authentic questions and carefully designed products and tasks”.</p> <p>In this lesson, the teacher needs to devote some time (about 15 minutes) to deal with the project. Here, he / she will need to explain the objective and the procedure to achieve the project. It is important that the students faithfully follow the instructions and do the activities as presented in the textbook.</p>
Answer key	<p>Stage two :</p> <p>4: 1-d 2-f 3-a 4-e 5-b 6-c 5-e: didn’t use to / used to carry / put / carried / travel / used to be / were called.</p>

ARTS 8	STUDENTS' PART-TIME JOBS
SKILLS	Reading / Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Acquire knowledge about a given topic. • Develop awareness of a given culture. <p>Writing</p> <ul style="list-style-type: none"> • Write an opinion paragraph.
FUNCTIONS	Expressing opinion.
ACTIVE VOCABULARY	Pushy - offspring - A-level - shift - shepherd (verb) - G.C.S.E.
SUGGESTED PROCEDURE	<ul style="list-style-type: none"> • It's preferable to prepare the learners for today's topic which can be very motivating to them. • Assign a silent reading of the text and deal with the comprehension questions to get detailed information. • Once they have an idea about the text, the students will be prepared enough to write an opinion paragraph about the same topic. Here, the teacher's assistance is very important.
Answer key	Activity 2: a- a job b- fair c- unfortunate d- income

ECONOMICS 8	THE BUDGET DOLLAR
SKILLS	Reading / Writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Transfer information from non- linear texts to linear ones. • Identify core vocabulary items into a variety of texts. • Tap on different sources to get specific information / answer specific questions. <p>Writing</p> <ul style="list-style-type: none"> • Complete a gapped paragraph to get a coherent definition.
FUNCTIONS	<ul style="list-style-type: none"> • Analyzing graphs. • Defining.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • income – fund – fiscal – insurance -
SUGGESTED PROCEDURE	<p>Stage 1:</p> <ul style="list-style-type: none"> • Have your learners do the vocabulary exercise. It will help in the coming activities. <p>Stage 2:</p> <ul style="list-style-type: none"> • Have your students read the graphs, a new type of texts, then do the activities that follow to achieve comprehension. <p>Stage 3:</p> <ul style="list-style-type: none"> • The gap-filling exercise is a helpful way to get a coherent definition of a circle graph, the topic of the lesson.
Answer key	<p>Stage one: a- savings b- investment c- debt d- banking e- loan</p> <p>Stage two: 1- a- individual income tax. b- 46% c- 19% d- individual income taxes(23%---46%).</p> <p>Stage three: a- circle b- information c- proportion</p>

BOOK MAP :Theme 9

THEMES	PAGES	LESSONS	SKILLS/SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
IX: Media and Arts		23. The Importance of Libraries.	<p>Reading:</p> <ul style="list-style-type: none"> ◦ Skim a text to identify its type. ◦ Support one's opinion with arguments. ◦ Infer and evaluate the writer's opinion. <p>Speaking:</p> <ul style="list-style-type: none"> ◦ Ask for /give information according to context. ◦ Use conversational strategies for opening/closing conversations, taking turns, holding the floor, switching topics as well as repair and body language 	Expressing opinion/ Sensitizing people to a specific issue	To wonder / civilisation / era / lifeblood / explore / enlighten / expansion / crafts / pay tribute / literacy / shortage		
		24. Death of the single	<p>Speaking:</p> <ul style="list-style-type: none"> ◦ Express one's appreciation of peers' contributions. ◦ Speak in interactive situations without fear of mistakes. <p>Reading:</p> <ul style="list-style-type: none"> ◦ Develop awareness of aspects of target language. ◦ Complete a gapped summary. ◦ Acquire knowledge of the language. <p>Writing:</p> <p>Develop as an autonomous creative writer.</p>	Express one's feelings / liking	Any / some / no / nobody in interrogative and negative sentences	Performance / plunge / decline / release / casualty / doubt / surpass / blame / track / supremacy / to shun.	
		A9: Keeping a diary	Writing	Talking about one's life experience: past events / personal opinions / hopes and dreams		Diary / entry / surgeon / ballet	
		E9: Economic changes	Reading/ writing	Interpreting a graph	Prepositions: to / by	Rise / offer / profit / staff / item / file	

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 9

LESSON 23	THE IMPORTANCE OF LIBRARIES
SKILLS	Reading – Speaking
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Build vocabulary (spider gram completion) • Skim a text to identify its type. • To support one’s opinion with arguments. • To scan for specific information. • To infer and evaluate the writer’s opinion <p>Speaking (project).</p> <ul style="list-style-type: none"> • Ask for / give information appropriately according to context (interview). • Demonstrate appropriate use of social skills required in international contexts: Use conversational strategies for opening / closing conversations, taking turns, holding the floor, switching topics as well as repair and body language.
FUNCTIONS	• Expressing opinion – sensitizing people to a specific issue.
GRAMMAR	• Parallel increase (The more, the more....).
ACTIVE VOCABULARY	to wonder – civilization – era – lifeblood – explore – enlighten – expansion – crafts – pay tribute – literacy – shortage.
SUGGESTED PROCEDURE	<p>Stage one :</p> <p>1- Ask your learners to work in pairs to complete the diagram . The objective of this activity is to introduce the lexical items related to the library and the topic of the lesson.</p> <p>2- In activity 2, ask them to answer the given questions to engage the learners effectively.</p> <p>Stage two :</p> <p>Tell your students to read the input text and answer the given activities. Check the answers in full class discussion and clarify certain items or ideas. Ask for justification if need be.</p> <p>Stage three :</p> <p>1- Introduce the language structure (the more...., the more....)that indicates 2comparative constructions called “parallel increase”.</p> <p>2- Ask your learners to do the exercise. Then help them to complete the table.</p> <p>3- “Food for thought” is meant to activate the brain.</p> <p>4- “Career research project” (step 2) : Teachers will need to follow the interview guide as presented in the textbook. They may also need to refer their students back to the interview produced through the writing activity in lesson 22.</p> <p>Furthermore, they may need to highlight that this activity in the project is an opportunity for learners not only to get valuable information from a professional, but also to develop social skills and interaction strategies.</p>
Answer key	<p>Stage one :</p> <p>1- books – monographs - newspapers – magazine – atlas – encyclopedia - video-tape – journals – catalogue – dictionary.</p> <p>Stage two : 1-c 4- a-3 b-5 c-1 d-2 e-4 f-6</p>

LESSON 24	DEATH OF THE SINGLE
SKILLS	Speaking -Reading - Writing
SUBSKILLS	<p>Speaking</p> <ul style="list-style-type: none"> • Work in pairs to perform a task. • Express one's appreciation of peers' contributions. • Speak fluently in interactive situation without worrying too much about mistakes. <p>Reading</p> <ul style="list-style-type: none"> • Develop awareness of aspects of target culture. • Scan for specific information. • Guess the meaning of unfamiliar words through context. • Complete a gapped summary. • Acquire knowledge of the language. <p>Writing</p> <ul style="list-style-type: none"> • Develop as an autonomous creative writer through frequent personal writing (writing limericks). • Extract salient points for subsequent use in writing a project work
FUNCTIONS	<ul style="list-style-type: none"> • Express one's feeling / liking.
GRAMMAR	<ul style="list-style-type: none"> • Any, some, no, anybody,... in interrogative and negative sentences. Parallel increase (The more, the more....).
ACTIVE VOCABULARY	performance – plunge – decline – release – casualty – doubt – surpass – blame – track – supremacy - be shunning singles.
SUGGESTED PROCEDURE	<p>Stage one : Introduce the topic of the lesson with the speaking pair work activity. Let every pair discuss the given questions. Then allow one of them to report their findings to the rest of the class and to respond to peers' questions.</p> <p>Stage two :</p> <ol style="list-style-type: none"> 1- To deal with the reading comprehension, ask them to read the text to find out the causes of the «single» disappearance. Once you check their answers, allow them to justify whether the statements are true or false. 2- Tell them to find words or expressions similar in meaning to the given ones. 3- For activity 4, refer the students to the original sentence so that full understanding takes place. 4- As for the language activity,(any, some, no, someone....), you can follow the procedure given in the book. Have the students complete the table by themselves. In case of difficulty, you can help. Then ask them to do the exercise and check their answers. <p>The Lighter Side is meant to share interesting thoughts or pleasant anecdotes with the students. Make sure the message gets to them in a playful manner.Students read the introduction and the limerick, highlight the main features of the limerick (rhyme), and then you may assign a group work and give them some time to produce their own limericks. Bear in mind that limericks are best when they are funny. This is step 3 in the career research project. Here the aim is still to gather more information, but this time through writing a formal letter of enquiry.</p>

Answer key

Stage two:

1- a- the internet b- MTV c- mobile phones.

3- a- victim= casualty b- great love= passion
c- to accuse= to blame d- rejecting, refusing= shunning
e- the fall / the drop = decline

ARTS 9	KEEPING A DIARY	
SKILLS	Writing	
SUBSKILLS	<p>Writing</p> <ul style="list-style-type: none"> • Report actions / incidents / events. • Reinvest new words / expressions / structures in one's writing. • Develop as an autonomous creative writer (writing a diary). <p>Writing</p> <ul style="list-style-type: none"> • Write an opinion paragraph. 	
FUNCTIONS	Talking about one's life / experience	<ul style="list-style-type: none"> - past events. - personal opinions. - hopes and dreams.
ACTIVE VOCABULARY	diary - entry - surgeon - ballet.	
SUGGESTED PROCEDURE	<ul style="list-style-type: none"> • Make sure your students follow the different steps / guidelines and perform all the activities stated in the textbook. Here, you need to guide the students to understand that the activity (keeping a diary) is in reality practised by many teenagers. Doing this will hopefully enhance students' interest and motivation. If any of your students happens to be keeping a diary in native language, invite him / her to speak about the experience. • When your learners are well prepared, they will certainly be able to write their own diary independently. 	

BOOK MAP :Theme 10

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
X:Science and Technology		25. Internet Addiction	<p>Reading:</p> <ul style="list-style-type: none"> ◦ Make statements about facts/concrete situations. ◦ Support one's opinions with arguments. ◦ Respond to a sequence of directions. <p>Demonstrate internalisation of ideas and information.</p> <p>Writing:</p> <ul style="list-style-type: none"> ◦ Produce an outline for an argument. ◦ Produce a report from notes and observations ◦ Select information from more than one source and reinvest it in writing. 	<p>Expressing one's opinion.</p> <p>Expressing agreement/disagreement.</p>	The reported Speech.	<p>Online addiction / micro slave / escape key / to surf the net / cyberspace / survive / depression / irrational / break up</p>	
		26: What Will Man Be Like?	<p>Listening:</p> <ul style="list-style-type: none"> ◦ Express judgement about specific information. ◦ Differentiate between relevant and irrelevant information. <p>Identify specific sounds.</p> <p>Recognize syllables and stress in key words.</p> <p>Speaking:</p> <ul style="list-style-type: none"> ◦ Demonstrate internationalization of language, ideas and information. ◦ Reinvest new words/expressions in one's speech. 	Expressing and finding out intellectual attitudes	<p>Gradual increase / decrease.</p> <p>More and more + adjective.</p> <p>Less and less + adjective.</p>	<p>Futuristic / obvious / assume / brains / substantial / bald / emotions</p>	
		E 10: Selling a Business	Reading/ writing	Advising		<p>Business / principal / an asset / short-term crisis / owner / marketing</p>	

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 10

LESSON 25	INTERNET ADDICTION
SKILLS	Reading / writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Make statements about facts/concrete situations. • Support one's opinion with arguments. • Respond to a sequence of directions. • Select a strategy appropriate to one's purpose. • Demonstrate internalization of ideas and information. <p>writing</p> <ul style="list-style-type: none"> • Produce an outline for an argumentation. • Produce a report from notes and observation. • Select information from more than one source and reinvest it in speech and writing.
FUNCTIONS	<ul style="list-style-type: none"> • Agreement / disagreement. • Expressing one's opinion
GRAMMAR	<ul style="list-style-type: none"> • The reported speech.
ACTIVE VOCABULARY	online addiction – microslave – escape key – to surf the net – chat - cyberspace -survive- depression- irrational- break up.
SUGGESTED PROCEDURE	<p>Stage one :</p> <p>When dealing with pair work, ask some learners to focus on the positive points of the internet and some others on its negative ones. This pair work will end up in class discussion about the good and bad effects of the internet.</p> <p>The pictures, the short sentences or expressions on and under the pictures will lead the learners to reach what an internet addict is. An internet addict is someone who cannot stop using the internet. Then, you can ask the students to answer the self-test questions to know whether they are addicts or not.</p> <p>Stage two :</p> <ol style="list-style-type: none"> 1- Break the class into groups and assign a reading to each group to answer the three given WH questions. 2- Question 2 is an opportunity for some learners to express themselves in transferring information to the others. 3- Proceed with question three by showing the appropriate detail or part whether the argument is for or against. 4- Introduce the language study task by the given sentence on the board. Point out that this sentence is in the direct speech. Ask them to begin the sentence with: "He said that" and to finish it their own way. Some of them may tell you about the reported speech. Let them discover the changes and then ask them to do the exercise.

SUGGESTED PROCEDURE

- Introduce the writing activity. The writing activity can be successful if the teacher gives an importance to it. This means that if the teacher checks the writings regularly, the learners will end up by making a Progress in their writings. Then assign the writing task and
- go to the career research project or your dream job. Actually, this is your fourth step in dealing with it. An oral and written presentation of this project is needed and will be assessed and consequently, all the students have to follow the eight given requirements.
- Remember that you learn a lot when you have a project since you will answer all the questions by yourself, hence project-based learning.

KEY ANSWER

Stage two : 4-b Manal said that she was one of those who had met her fiancé through cyberspace.

LESSON 26	WHAT WILL MAN BE LIKE?
SKILLS	Listening / Speaking
SUBSKILLS	<p>Listening</p> <ul style="list-style-type: none"> • Express judgement about specific information. • Differentiate between relevant and irrelevant information. • Acquire knowledge of the language. • Identify specific sounds. • Recognize syllables and stress in key words. <p>Speaking:</p> <ul style="list-style-type: none"> • Demonstrate internalization of language, ideas and information. • Reinvest new words/expressions in one's speech.
FUNCTIONS	<ul style="list-style-type: none"> • Expressing and finding out intellectual attitudes.
GRAMMAR	Gradual Increase / Decrease. More and more + Adjective/ Less and less + adjective
ACTIVE VOCABULARY	Futuristic / obvious / assume / brains / substantial / bald / emotions
SUGGESTED PROCEDURE	<p>Stage one : The first activity in stage 1 is a preparation for the listening. It is meant to psychologically engage the students and narrow down their focus on the topic of the listening to facilitate understanding. Furthermore, it will hopefully expose them to some of the key vocabulary specific to the topic of the listening.</p> <p>Stage two : Activities 1 and 2 are meant to help the students understand the listening extract. The teacher may need to play the tape once for each activity (multiple choice and True/false). Activities 3 and 4 are focused on pronunciation features (sounds/stress). Here again the teacher may need to play the whole tape twice. For activity 4, the students must be given the necessary time.</p> <p>Stage three : Through activities 1 and 2, the students will have a chance to enhance their language acquisition through a semi-guided dialogue focused on a specific structure.</p>
Answer key	<p>Stage2/1: look - never stops changing - be in constant use - see better - stops growing completely.</p>

ECONOMICS 10	SELLING A BUSINESS
SKILLS	Reading / Writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Scan for specific information. • Paraphrase sentences . <p>Writing</p> <ul style="list-style-type: none"> • write notes
FUNCTIONS	<ul style="list-style-type: none"> • Advising.
ACTIVE VOCABULARY	<ul style="list-style-type: none"> • Business - principal - an asset - short-term crisis - owner - marketing
SUGGESTED PROCEDURE	<p>Stage one: You may need to think of appropriate activities to set the context of the reading passage(pre-reading). Effective comprehension is essential for activities 1,2,3, and 4 or else the students won't be able to cope with the writing in stage two.</p> <p>Stage two: Tell the students that they need to write down notes and not a full paragraph.</p>
Answer key	<p>Stage one:</p> <ul style="list-style-type: none"> 2- - clean business. - current inventory. - working order of the equipment. - preparation of a valuation report. - preparation of a business presentation package. <p>3- a-3 b-1 c-5 d-4 e-2</p>

BOOK MAP :Theme 11

THEMES	PAGES	LESSONS	SKILLS/ SUBSKILLS	FUNCTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
XI: Ecology		27. <i>Our world. Our Environment.</i>	<p>Reading: °Acquire knowledge about a given topic. °Acquire knowledge of the language.</p> <p>Speaking: °Evaluate information or ideas. °Reinvest new words/expressions in one's speech.</p>	<p><i>Interacting with peers.</i> <i>Developing collaborative skills</i></p>	<p><i>Adverbs of degree: Very / quite /</i> <i>Adjective + enough +to</i> <i>Too + adjective +to</i></p>	<p><i>Depletion / warming / wildlife / trap / thinning / endanger / extinct / fumes / purify / ban / deforestation.</i></p>	
		28. <i>Water Scarcity</i>	<p>Reading. °Extracting salient points for subsequent use in speaking and writing. °Identifying implicit logical relations. °Differentiating between relevant and irrelevant information.</p> <p>Speaking. °Express opinions about specific issues. °Make statements about concrete situations.</p> <p>Writing. °Defend a cause. °Persuade people to do something.</p>	<p><i>Express opinion</i> <i>Inviting/Advising others to do something.</i></p>	<p><i>Not only...but also.</i></p>	<p><i>Rainfall / running water / a bill / dump / consumption / reduction / reverse / drought / a hose / to account for.</i></p>	
		A10: <i>Save the Lofty Trees</i>	<p>Reading/ speaking</p>	<p><i>Expressing various feelings and attitudes (displeasure/ dissatisfaction/ indifference/warning/ apology)</i></p>		<p><i>Lofty/ disarray/ shade / chop/ choke / ugliness/ nasty</i></p>	
		29. <i>Annie's song.</i>	<p>Listening. °Building vocabulary. °Managing ideas and information. °Inferring information.</p> <p>Writing. °Reinvest knowledge °Develop as an autonomous writer.</p>	<p><i>Expressing liking/pleasure</i> <i>Comparing/ Metaphors.</i></p>		<p><i>Album / lyrics / compact discs / tunes / melody / hits / simile / metaphor / drown.</i></p>	

Lesson thirty

PROGRESS CHECK THREE

LESSON DESCRIPTIONS/ TEACHING HINTS : Theme 11

LESSON 27	OUR WORLD, OUR ENVIRONMENT
SKILLS	Reading / Speaking
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Acquire knowledge about a given topic. • Acquire knowledge of the language. <p>Speaking</p> <ul style="list-style-type: none"> • Evaluate information or ideas. • Reinvent new words/expressions in one's speech. • Reinvent real world knowledge in one's speech.
FUNCTIONS	Interacting with peers. Developing collaborative skills.
GRAMMAR	Adverbs of degree: very / quite / Adjective+ enough + to / Too + adjective + to
ACTIVE VOCABULARY	Depletion / warming / wildlife / trap / thinning / endanger / extinct / fumes / purify / ban / deforestation
SUGGESTED PROCEDURE	<p>Stage one : The activity will hopefully expose the students to key vocabulary related to the theme of the lesson and will make the oncoming reading easier for pupils. Here the teacher needs to make sure all the students get the correct answers to the activity.</p> <p>Stage two: The teacher may need to bring larger visuals related to the theme of pollution in its various forms and may use them to help students answer the reading comprehension questions. The activity related to language practice must be given the necessary time depending on students' assimilation.</p> <p>Stage three : Encourage the students to work in pairs, give them enough time to discuss the ideas and ask for volunteers to report their work. The pair must behave as such during the discussion and the reporting phases. During the feedback, ask the rest of the pairs whether they agree or not with the ideas put forward.</p>
Answer key	Stage1/ D : 1-d / 2-c / 3-a / 4-f / 5-e / 6-b .

LESSON 28	WATER SCARCITY
SKILLS	Reading / Speaking / Writing
SUBSKILLS	<p>Reading</p> <ul style="list-style-type: none"> • Extracting salient points for subsequent use in speaking and writing. • Identifying implicit logical relations • Differentiating between relevant and irrelevant information. <p>Speaking</p> <ul style="list-style-type: none"> • Express opinions/make judgements about specific issues. • Make statements about concrete situations. <p>Writing</p> <ul style="list-style-type: none"> • Defend a cause. • Persuade people to do something.
FUNCTIONS	<ul style="list-style-type: none"> • Express opinion. • Inviting/advising others to do something.
GRAMMAR	Not only.....but also.
ACTIVE VOCABULARY	Rainfall / running water / a bill / dump / consumption / reduction / reverse / drought / to drill / a hose / to account for
SUGGESTED PROCEDURE	<p>Stage one: Once the students discuss the questions, ask them to report the answers to the rest of the class and give them a chance to share and compare.</p> <p>Stage two: Make sure the students do activity one and get the correct answers. . Encourage them to articulate and explain their strategies in doing the activities. Use the same procedure with activity 4. (Ask them to explain how they found the answers).</p> <p>Stage three : For both the pair work and the quiz, guide the students to focus on real familiar contexts and situations and personalize the activities as much as possible to enhance their motivation. For the writing, clearly explain to the students that the objective is to persuade others and therefore they must use the expressions given.</p>
Answer key	Stage2/ 1: C / B / A / F / E.

ARTS 10	SAVE THE LOFTY TREES.
SKILLS	Reading / Speaking
SUBSKILLS	<p>Writing</p> <ul style="list-style-type: none"> • Identify core vocabulary items. • Demonstrate understanding of an extended message. • Demonstrate appreciation of different text types / genres. <p>Speaking</p> <ul style="list-style-type: none"> • Speak fluently in interactive, stress- free situations. • Recite rhymes and poems in an expressive manner.
FUNCTIONS	Expressing various feelings and attitudes (displeasure / dissatisfaction, indifference, warning, apology / regret) .
ACTIVE VOCABULARY	lofty - disarray - shade - chop - choke - ugliness - nasty.
SUGGESTED PROCEDURE	<p style="text-align: center;">specific hints:</p> <p>Benefits of trees Most trees in cities or communities are planted to provide beauty or shade. These are two excellent reasons for their use. The benefits of trees can be grouped into social, communal and environmental.</p> <p>Environmental Benefits Trees alter the environment in which we live by moderating climate, improving air quality, conserving water, and harboring wildlife. Climate control is obtained by moderating the effects of sun, wind, and rain. Trees provide some protection for people, pets, and buildings. They intercept water, store some of it, reduce storm run-off, and the possibility of flooding.</p> <p>Stage one : Have your learners work in pairs to solve the puzzle. All the words belong to the topic of "Ecology and Environment".</p> <p>Stage two : Allocate enough time to the reading and ask your learners to deal with the comprehension questions. It's preferable that the new lexical items are introduced in context.</p> <p>Stage three :</p> <ul style="list-style-type: none"> • So that your learners really appreciate the play, and develop a feel for the English language, ask them to enact their roles with books open. • Ask them to learn their roles by heart to enact the play the following session(s). The play could be programmed as part of the end of the school year celebration.

LESSON 29	ANNIE'S SONG
SKILLS	Listening / Writing
SUBSKILLS	<p>Listening :</p> <ul style="list-style-type: none"> • Building vocabulary. • Managing ideas and information. • Inferring information. <p>Writing :</p> <ul style="list-style-type: none"> • Reinvest knowledge. • Develop as an autonomous writer.
FUNCTIONS	• Expressing liking/pleasure / Comparing.
ACTIVE VOCABULARY	• Album / lyrics / compact disc / tunes / melody / hits / simile / metaphor / drown.
SUGGESTED PROCEDURE	<p>Stage one : Make sure you get the students into the right mood to listen to a rather romantic song. You may need to ask them to explain their answers to activity 2.</p> <p>Stage two: You need to follow the instructions and the procedure suggested. First, play the whole song to give the students an opportunity to appreciate the song. Next, do the activities 1, 2, and 3 as indicated. Once you finish the 3 activities, play the song again and lead students to sing along. This will set them in the right mood for the coming writing activity in stage three.</p> <p>Stage three : Let the students write on their own because the activity is meant to develop their creative writing. Interfere only when asked for help.</p>
Answer key	Stage1 /1: hits / albums / lyrics / compact discs / tunes / melodies.

LESSON 30

PROGRESS CHECK 3

ANSWER KEY

- 1- 1- childhood 2- hours 3- washing 4- fridge 5- freed 6- women
7- housework 8-light 9- transformed 10- industry 11- manufacturing
- 2- 1- who 2- reached 3- caring 4- life 5- school
6- occasionally 7- choose 8- of
- 3- 1- have taught 2-witnessed 3- can 4- full 5- were rapidly followed
6- using
- 4- 1- answer 2-reach 3- reach 4- marking 5- use 6- choose
7- significant 8- don't overdo 9-better.
- 5-

education	employment	family	entertainment
subject qualifications distance learning studies virtual universities literature	career manager training hard work promotion	offspring generation niece nephew relatives	music art theatre cinema

- 6- a- education b- unemployment c- promotion d- tyranny
- 7- 1-c 2-a 3-b 4-f 5-g 6-e
- 8- 1-e 2-b 3-c 4-a 5-d

9- Music has many advantages. It gives students a chance to listen, react, see, touch and move. It also improves their reading, writing and thinking abilities. Listening to music can help students when they think, learn or work. Music needs to be soft. If it is not, it will be hard for students to learn or think. After all, its primary goal is to affect the person positively.

10- 1-b 2-c 3-a

11- Personal responsibility and active participation are the key principles of employment. Jobless people are expected to look for work. People receiving income assistance are supposed to seek work or participate in job training programs. By doing so, they may reach self-sufficiency.

12- The world's population will soon reach a level where there will not be enough resources to sustain life as we know it. Growth must be checked....

13- causes - rivers - heart - at - shortened - polluted areas.

14

stress on the first syllable	stress on the second syllable	stress on the third syllable	stress on the fourth syllable
internet healthier medicine newspaper	addiction research repeatedly supported scientific	education technologically mathematics	environmental communications availability impossibility

PART III

DIAGNOSTIC TEST

Answer key :

Activity one : 1 : enjoy – 2 : rhythm – 3: exposed – 4: classical – 5: species – 6: sorrow – 7 : excitement – 8: feel.

Activity two : 1: share – 2: flat – 3: advertisement – 4: appointment – 5: rent – 6: advance
7 : close – 8: service – decorating.

Activity three : 1: the most – 2: more – 3: well – 4: are learning – 5: while – 6: the largest.

Activity four : 1: d – 2: a – 3: b – 4: c.

Activity five : 1: b – 2: e – 3: d – 4: f – 5: a – 6: c.

Activity six: 1 : eaten – 2: children – 3: their – 4: of – 5: bread – 6: many – 7: freshly – 8: chemist

REVIEW MODULE

READING I:

- 1: *Narrative.*
- 2: *Benefits of pets.*
- 3: *Faithful – courageous – friendly – intelligent*

READING II:

<i>Gifts his father gave him.</i>	<i>Gifts he'll give to his son.</i>
<ul style="list-style-type: none">- <i>(open doors)</i>- <i>sense of adventure</i>- <i>courage</i>- <i>honesty</i>- <i>friendliness</i>	<ul style="list-style-type: none">- <i>a mirror</i>- <i>a stick</i>- <i>learning</i>- <i>love</i>

- 4: *reliable – honest – straightforward – frank – encouraging – truthful – adventurous – friendly*

READING III:

- 1: *Sentence 3.*
- 2: *Sentence 4.*
- 3: *4 – 5 – 1 – 6 – 2.*
- 4: *objective.*
- 5: *a scientific magazine.*

LANGUAGE:

- Activity one: 1: hardly – 2: sweets – 3: sells – 4: lucky – 5: boring – 6: only – 7: fashionable.*
- Activity two: 1: known – 2: gracefully – 3: on – 4: which – 5: seen – 6: six hundred years old.*
- Activity three: 1: was exhausted – 2: left – 3: know – 4: lost – 5: speak.*
- Activity four: 1: sight – 2: environment – strict – rescue.*

LESSON 21 : WHAT'S YOUR DREAM JOB ? A CROSSWORD PUZZLE.

1D		2H	O	S 3	P	I	T4	A	L
I				T			R		
5P	H	Y	S	I	C	I	A	N	6S
L				T			I		T
7O	F	F	I	C	E		N		U
M				H			I		D
A				E			N		Y
T				S 8	T	A	G	E9	
								A	
10D	E	G	R	E	E			R	
						11F	U	N	

PART IV

TRANSCRIPT

LESSON 4:

BRIDGE OVER TROUBLED WATER

*When you're weary
Feeling small
When tears are in your eyes
I will dry them all*

*I'm on your side
When times get rough
And friends just can't be found
Like a bridge over troubled water
I will lay me down
Like a bridge over troubled water
I will lay me down*

*When you're down and out
When you're on the street
When evening falls so hard
I will comfort you*

*I'll take your part
When darkness comes
And pain is all around
Like a bridge over troubled water
I will lay me down
Like a bridge over troubled water
I will lay me down*

*Sail on Silver Girl
Sail on by
Your time has come to shine
All your dreams are on their way*

*See how they shine
If you need a friend
I'm sailing right behind
Like a bridge over troubled water
I will ease your mind
Like a bridge over troubled water
I will ease your mind*

SIMON and GARFUNKLE

LESSON 7:

AN INTERVIEW WITH A FOOTBALLER

-What made you come to the Spanish Liga ?

-It's different from the Premier League, where I have been playing for 12 years. It's a great opportunity because it's one of the best leagues in the world.

-How different will your life be now that you have moved to Madrid and away from home ?

-I'll miss a few things. I'll miss friends, I'll miss family that can't get over here all the time, my nan and grandad. I'll miss pie and jelly. Apart from that, I'm looking forward to life in Madrid.

-How do you get on with your new teammates these first days ?

-I'm very glad because it's a beautiful experience. In spite of knowing the coach, everything is new, the teammates are different, the language is different. I hope I'll live up to the expectations.

-Have your new teammates surprised you, at personal level, mainly ?

-I already knew them at sporting level, but, at personal level, I'm very happy because they have made huge effort to help me with my Spanish. They are helping me to get integrated as soon as possible. They're just as good at sporting level as at personal. I'm very grateful to them.

-August 27th is a highlighted date on your calendar, your debut at Santiago Bernabéu.

-This event is really motivating for me. I have been very eager to meet my teammates since I signed the contract. Once this phase is over, I'm only thinking about the day I'll wear the white shirt at Santiago Bernabéu. This is the hope I always have in mind.

-How would you imagine a hypothetical encounter with Manchester United or any other English team ?

-It would be an honour for me to play English sides as a Real Madrid player. If this moment ever happens, it will be something very special in my career.

-Are you not tired of having all the media and fans following every step you take ?

-I'm used to it. It was the same in England. But it is not only happening with me. People also want to know the other team members. It is an honour to have so many people cheering and following us. For me this is part of football.

-What about Victoria's career ?

-Victoria's career will carry on like it did when I was in Manchester. She lived in Manchester but she travelled to places when she had to work. She went to London and America and she'll do the same in Spain.

LESSON 13:

SONGS OF FREEDOM

*Everybody tells me, we love your songs
Your soul is precious, but it just ain't good enough
You need a single to help you through
Program directors, they all make the rules
I said, you're kidding, you're putting me on
What about the Constitution, freedom of expression
Listen to the music, just feel the sound
Love is the motion, that's what makes the world go around*

*Sing, Songs of Freedom
Bring joy to the world
Sing, Songs of Freedom
Bring joy to the world*

*Everybody listen, stop and take some time
To understand the world situation
There is no meaning in fighting the way we do
Let's come together and forgive each other*

*Sing, Songs of Freedom
Bring joy to the world
Sing, Songs of Freedom
Bring joy to the world*

Carlos Santana

LESSON 16:

EQUALITY OFFERS PROSPERITY

(Section1)

Ladies and Gentlemen,

I am delighted to welcome you here.

The Millennium Declaration and the Millennium Development Goals, adopted in September 2000, incorporate a vision of development based on “freedom from fear and freedom from want.” The declaration states that “ Men and women have the right to live their lives and raise their children in dignity, free from hunger and from fear of violence, oppression or injustice...” and commits states to “ promote gender equality and the empowerment of women as effective ways to combat poverty, hunger, disease and to stimulate development.

(Section2)

The recognition that women’s equality and rights are central to achieving economic and social priorities is important. But it is not by chance that this has come about. It is the result of a lot of work by women’s rights and gender equality advocates over decades, creating favourable conditions for activism at global, regional and national levels that committed countries to achieving gender equality. The commitments made in the United Nation World conferences of the last two decades in a few countries namely in China, Egypt, Austria and Denmark as well as the Special Session in New York are central to the vision included in the Millennium Declaration.

Lesson 21 :

WHAT'S YOUR DREAM JOB?

(Section1)

Heidrun and Thorson are two foreign students in Japan. They are being interviewed by a local English-broadcasting radio.

Radio Interviewer: Ladies and Gentlemen Good morning and welcome to our regular daily fifteen –minute program “Meet the people”. Today, we have with us in the studio two university students from Norway, Heidrun and Thorson , and they will talk to us about their plans for the future. Now, let’s begin with Heidrun. What do you want to be once you finish your studies ?

(Section2)

Heidrun: Well, I want to be a physician’s assistant.

Radio Interviewer: That’s interesting. But maybe some of our listeners have no exact idea about this job, so could you tell us what a physician’s assistant does?

Heidrun: Well, normally when you go into a doctor’s office, you wouldn’t always need the doctor, do you? I mean for things like check-ups or taking out stitches, you would need the doctor’s assistant. The assistant would usually do these little things so that the doctor does not have to do them.

Radio Interviewer: Oh O.K. so that’s what you want to do?

Heidrun: Yeah.

Radio Interviewer: Fine, but how do you become a physician’s assistant?

Heidrun: It’s a lot of schooling. You have a minimum of 4 to 6 years of college, 2 of them at a hospital as an assistant.

Radio Interviewer: and that’s what you are doing now.

Heidrun: Yes, as an intern.

Radio Interviewer: An internship for two years at a hospital?

Heidrun: Yes, and then you hopefully go on and maybe have your own little clinic or work with a doctor.

Radio Interviewer: Well, best wishes on becoming a physician’s assistant. I’m sure you’ll make a good one.

(Section3)

Now, let’s move on to Thorson. Could you tell us about your dream job?

Thorson: My dream job is to become a diplomat representing my country, preferably in Japan. That's why I came to Japan to learn Japanese and hopefully obtain a master degree in International Relations. After getting my master's degree in International Relations, I would like to go home and enter the diplomat school for the Ministry of Foreign Affairs, which is a three-year program, and then, after that hopefully come back to Japan in order to work for the Norwegian Embassy in Tokyo.

Radio Interviewer: This must be very competitive.

Thorson: It is very competitive, but I think if you know a certain language that not many people speak, it gives you a competitive edge nevertheless, so that's why I came to Japan because I know at this stage there are only 300 people from Norway living in Japan and not all of them are here to study Japanese, they represent different companies or schools, or they're missionaries so, that's the track I'm on right now but we'll see how it goes in the end.

Radio Interviewer: How about when you were a child. Did you dream to become a diplomat?

Thorson: No, when I was a child, I probably didn't know what I wanted to do. I was just too busy playing in the streets you know, having fun with my friends and these things. When I was ten or so I really didn't have a dream job like fireman or police. I never really went through that stage, you know. I wanted to be a baseball player so that I could be famous the world over.

Radio Interviewer: All right, fair enough!

Thorson: I'm still dreaming.

Radio Interviewer: Oh that's good. I'm sure you'll fulfill your dream.

www.ello.org

(Section1)

When asked about man in the future Dr. Franklin Gruber, head of the department of futuristic studies at Durban University said:

What will man be like in the future – in 5000 or even 50.000 years from now? We can only make a guess, of course, but we can be sure that he will be different from what he is today. For man is slowly changing all the time.

Let us take an obvious example. Man, even five hundred years ago, was shorter than he is today now, on average; men are about three inches taller. Five hundred years is a relatively short period of time, so we may assume that man will continue to grow taller.

Again, in the modern world we use our brains a great deal. Even so, we still make use of only about 20% of the brain's capacity. As time goes on, however, we shall have to use our brains more and more often, and eventually they will become more and more substantial. This is likely to bring about a physical change too: the head, in particular the forehead, will grow larger.

(Section2)

Nowadays our eyes are in constant use. In fact, we use them so much that very often they become weaker and we have to wear glasses. But over a very long period of time men's eyes will certainly grow stronger.

On the other hand, we tend to make less use of our arms and legs. These, as a result, are likely to grow less and less powerful. At the same time, however, our fingers will grow more and more sensitive because they are used a great deal in modern life.

But what about the hair? This will probably disappear from the body altogether in course of time because it does not serve a useful purpose any longer. In the future, then both men and women are likely to be bald!

Perhaps all this gives the impression that future man will not be a very attractive creature to look at! This may well be true. All the same, in spite of all these changes, future man will still have a lot in common with us. He will still be a human being, with thoughts and emotions similar to our own.

Donne Byrne

(Adapted)

LESSON 29:

ANNIE'S SONG

*You fill up my senses
Like a night in a forest
Like the mountains in springtime
Like a walk in the rain
Like a storm in the desert
Like a sleepy blue ocean
You fill up my senses
Come fill me again*

*Come let me love you
Let me give my life to you
Let me drown in your laughter
Let me die in your arms
Let me lay down beside you
Let me always be with you
Come let me love you
Come love me again*

*You fill up my senses
Like a night in a forest
Like the mountains in springtime
Like a walk in the rain
Like a storm in the desert
Like a sleepy blue ocean
You fill up my senses
Come fill me again*

JOHN DENVER

PART V

COMMUNICATIVE FUNCTIONS AND EXPONENTS

1. IMPARTING AND SEEKING FACTUAL INFORMATION

Identifying	<ul style="list-style-type: none"> • <i>Demonstrative Pronouns (this,that,these,those) + BE+NP</i> • <i>Demonstrative Adjectives (this,that, these,those+N+BE+NP</i> • <i>Personal pronouns(subject form) + BE+NP</i> • <i>Declarative Sentence</i> • <i>Short answers(Yes, he is, etc.)</i>
Describing,narrating, reporting	<ul style="list-style-type: none"> • <i>Declarative sentences</i> • <i>Head-clause containing verb of saying (e.g. to say)</i> • <i>Thinking, etc + complement clause (indirect speech)</i>
Correcting	<ul style="list-style-type: none"> • <i>Same exponents as above; in addition: adverb no</i> • <i>Negative sentences with not</i> • <i>Sentences containing the negation-words never, no (adjective), nobody, nothing</i>
Asking	<ul style="list-style-type: none"> • <i>Interrogative sentences (yes/no questions)</i> • <i>Declarative sentences + question intonation</i> • <i>Question-word sentence with when/where/why/what(pronoun)</i> • <i>Which (pronoun) /who/what (adjective)/which (adjective)</i> • <i>How + far / much long etc.</i> • <i>Whose (pronoun and adjective)</i> • <i>Tell me + sub-clause / tell me about + NP</i>

2. EXPRESSING AND FINDING OUT INTELLECTUAL ATTITUDES

a) Expressing agreement and disagreement

Agreement	<ul style="list-style-type: none"> • <i>I agree / that's right / of course (not) / yes / certainly</i> • <i>Affirmative short answers (it is, I am, I can, he may, etc.)</i>
Disagreement	<ul style="list-style-type: none"> • <i>I don't agree / I don't think so/ No / that's incorrect</i> • <i>Negative short answers</i>
Inquiring about Agreement or disagreement	<ul style="list-style-type: none"> • <i>Do you agree? Do you think so, too? Don't you agree? / Don't you think so?</i> • <i>Short questions</i>
Denying something	<ul style="list-style-type: none"> • <i>No (adverb)</i> • <i>Negative sentences with not</i> • <i>Sentences containing the negation words never,no(adjective), nobody, nothing.</i> • <i>Negative short answers.</i>
Accepting an offer or an invitation	<ul style="list-style-type: none"> • <i>Thank you/ Yes, please/ That will be very nice / with pleasure!</i>
Declining an offer or invitation	<ul style="list-style-type: none"> • <i>No, thank you</i> • <i>I'm afraid I cannot.....</i>
Inquiring whether offer or invitation is accepted or declined	<ul style="list-style-type: none"> • <i>Will you + VP (do it, come, etc.)</i>
Offering to do something	<ul style="list-style-type: none"> • <i>Can I + VP</i>

Stating whether one remembers or has forgotten something or someone	<ul style="list-style-type: none"> • <i>I remember / I don't remember + noun (group) / pronoun</i> • <i>I remember / I don't remember + gerund</i> • <i>I remember / I don't remember + that + clause</i> • <i>I have forgotten (to bring my glasses etc)</i>
Inquiring whether someone remembers or has forgotten something or someone	<ul style="list-style-type: none"> • <i>Do you remember + noun(group) / pronoun</i> • <i>Do you remember + gerund</i> • <i>Do you remember + that clause</i> • <i>Have you forgotten to (bring your glasses etc.)</i>
b) Expressing whether something is considered possible or impossible and Inquiring about agreement or disagreement	
Possibility	<ul style="list-style-type: none"> • <i>NP + can + VP</i> • <i>It is possible + Ø</i>
Impossibility	<ul style="list-style-type: none"> • <i>NP + cannot + VP</i> • <i>It is impossible</i>
Inquiring whether something is considered possible or impossible	<ul style="list-style-type: none"> • <i>Is it possible + Ø / Can + NP + VP</i>
Expressing capability and incapability	<ul style="list-style-type: none"> • <i>NP + can + VP</i> • <i>NP + cannot + VP</i> • <i>NP + BE able to + VP</i> • <i>NP + BE not able to + VP</i> • <i>NP + BE unable to + VP</i>
Inquiring about capability or incapability	<ul style="list-style-type: none"> • <i>Can + NP + VP</i> • <i>Cannot + NP + VP</i> • <i>BE + NP + able to + VP</i> • <i>BE not + NP + able to + VP</i> • <i>BE + NP + unable to + VP</i>
Expressing whether something is considered a logical conclusion(deduction)	<ul style="list-style-type: none"> • <i>So + declarative sentence</i>
Expressing how certain/ uncertain one is of something	<ul style="list-style-type: none"> • <i>I am sure/ certain + Ø / that clause</i> • <i>I think + so</i> • <i>I think that + clause</i> • <i>Perhaps.....</i> • <i>NP + may + VP</i> • <i>I am not sure + Ø / that clause</i> • <i>I don't think + so</i> • <i>I don't believe + noun (group) / pronoun</i> • <i>NP + cannot + VP</i>
Inquiring about how certain/uncertain others are of something	<ul style="list-style-type: none"> • <i>Are you (quite) sure + Ø / that clause</i> • <i>Do you think + Ø / that clause</i>

Expressing, one is/is not obliged to do something	<ul style="list-style-type: none"> • <i>I must + VP (similarly with we)</i>
Inquiring whether one is obliged to do something	<ul style="list-style-type: none"> • <i>Must I + VP + (similarly with we)</i>
Expressing others are/are not obliged to do something	<ul style="list-style-type: none"> • <i>You must (not) + VP</i> • <i>NP + must (not) + VP (other persons)</i> • <i>It is (not) necessary</i>
c) Giving and seeking permission to do something	
Giving permission	<ul style="list-style-type: none"> • <i>You may / can + VP (answering a request)</i> • <i>Of course / of course you may</i> • <i>(That's) all right</i>
Seeking permission	<ul style="list-style-type: none"> • <i>May I / can I + VP</i> • <i>Let me + VP</i> • <i>Do you mind + if clause</i>
Stating that permission is withheld	<ul style="list-style-type: none"> • <i>NP+ must not + VP</i> • <i>Don't + VP</i>

3. EXPRESSING AND FINDING OUT EMOTIONAL ATTITUDES

Expressing pleasure, liking	<ul style="list-style-type: none"> • <i>This is very nice(pleasant)</i> • <i>I like + noun (group) / pronoun/ Ving + very much</i> • <i>I enjoy + noun (group) / pronoun/ Ving + very much</i> • <i>I love + noun (group) pronoun / Ving + very much</i> • <i>A very good + noun</i>
Expressing displeasure	<ul style="list-style-type: none"> • <i>This is not very nice / pleasant</i> • <i>I don't like+ noun (group) / pronoun/ Ving+very much/at all</i> • <i>I don't enjoy+noun (group)/pronoun/Ving+very much/ at all</i> • <i>I hate noun(group) / pronoun / Ving / Vto</i>
Inquiring about pleasure, liking, displeasure, dislike	<ul style="list-style-type: none"> • <i>Do/ Don't you like+noun(group)/ pronoun/Ving / Vto</i> • <i>Do/Don't you enjoy+noun(group)/pronoun/Ving/ Vto</i> • <i>Would you like + noun (group) /pronoun /Vto</i>
Expressing surprise	<ul style="list-style-type: none"> • <i>This is a surprise!</i> • <i>Fancy + Ving.....</i> • <i>How nice + Vto</i> • <i>What a surprise!/ it's a surprise! /I'm surprised+ that clause</i>
Expressing hope	<ul style="list-style-type: none"> • <i>I hope + so / that clause</i>
Expressing satisfaction	<ul style="list-style-type: none"> • <i>This is very good / nice</i> • <i>It's (quite) all right now</i> • <i>This is just what(I wanted) / needed / meant/ have(had) in mind</i>
Expressing dissatisfaction	<ul style="list-style-type: none"> • <i>I don't like this</i> • <i>This is not right yet</i> • <i>This is not what I (wanted/needed/meant) /have(had) in</i>

<i>Inquiring about satisfaction or dissatisfaction</i>	<ul style="list-style-type: none"> • <i>Is it all right now?</i> • <i>Do you like this?</i> • <i>Is this what you (wanted/needed/ meant) / have(had) in mind?</i>
<i>Expressing disappointment</i>	<ul style="list-style-type: none"> • <i>That's a(great)pity</i> • <i>I'm very sorry +Vto</i>
<i>Expressing fear or worry</i>	<ul style="list-style-type: none"> • <i>I'm afraid / I'm worried (+ about + NP)</i>
<i>Inquiring about fear or worry</i>	<ul style="list-style-type: none"> • <i>Are you afraid?</i> • <i>Are you worried?</i> • <i>You aren't afraid/worried, are you?</i>
<i>Expressing preference</i>	<ul style="list-style-type: none"> • <i>I prefer + noun (group)/pronoun /Ving</i> • <i>I'd rather + Vinf.....(than)</i>
<i>Inquiring about preference</i>	<ul style="list-style-type: none"> • <i>Which do you prefer?</i> • <i>Would you prefer + Ving</i>
<i>Expressing gratitude</i>	<ul style="list-style-type: none"> • <i>Thank you (very much (indeed))</i> • <i>It is / was very nice of you (+Vto)</i> • <i>It is/was very kind of you (+Vto)</i>
<i>Expressing Sympathy</i>	<ul style="list-style-type: none"> • <i>I am (so) sorry / glad / delighted +Vto</i>
<i>Expressing intention</i>	<ul style="list-style-type: none"> • <i>I'm going + Vto</i> • <i>I'll + Vinf</i> • <i>I'm thinking of + Ving</i>
<i>Inquiring about intention</i>	<ul style="list-style-type: none"> • <i>Are you going + Vto ?</i> • <i>Will you + Vinf?</i> • <i>Are you thinking of +Vinf?</i>
<i>Expressing want, desire</i>	<ul style="list-style-type: none"> • <i>I want + noun (group) / pronoun / Vto</i> • <i>I'd like + noun (group) / pronoun / Vto</i> • <i>May I have + noun(group) / pronoun (,please)?</i>
<i>Inquiring about want, desire</i>	<ul style="list-style-type: none"> • <i>Do you want + noun (group) / pronoun / Vto</i> • <i>Would you like + noun (group) / pronoun / Vto</i>

4. EXPRESSING AND FINDING OUT MORAL ATTITUDES

Apologizing	<ul style="list-style-type: none"> • <i>I am (very)sorry</i> • <i>Excuse me, please</i> • <i>I do apologize</i>
Granting forgiveness	<ul style="list-style-type: none"> • <i>That's all right/ It's all right now</i> • <i>It doesn't matter (at all)</i>
Expressing approval	<ul style="list-style-type: none"> • <i>Good! Excellent! / That's fine</i>
Expressing disapproval	<ul style="list-style-type: none"> • <i>It's not very nice</i> • <i>You shouldn't + Vinf</i> • <i>You shouldn't +have + Ved</i>
Inquiring about approval/disapproval	<ul style="list-style-type: none"> • <i>Is this all right?</i> • <i>Do you think this is all right?</i>
Expressing appreciation	<ul style="list-style-type: none"> • <i>(It's) very good / (It's) very nice</i>
Expressing regret	<ul style="list-style-type: none"> • <i>That's a (great) pity</i> • <i>I am so / very sorry + that clause</i> • <i>I am so / very sorry + if clause</i>
Expressing indifference	<ul style="list-style-type: none"> • <i>It doesn't matter</i> • <i>I don't care</i> • <i>I don't mind _ / I don't mind + if clause</i>

5. GETTING THINGS DONE (SUASION)

Suggesting a course of action (including the speaker)	<ul style="list-style-type: none"> • <i>Let's +VP</i> • <i>What about +Ving</i> • <i>We could +VP</i> • <i>We might + VP</i>
Requesting others to do something	<ul style="list-style-type: none"> • <i>Please + VP / Could you(please) + VP / Would you (please) + VP</i> • <i>Can I have + NP + Ved (,please)?</i>
Inviting others to do something	<ul style="list-style-type: none"> • <i>What / how about +NP /Ving?</i> • <i>Would you like + Vto</i>
Warning others to take care or to refrain from doing something	<ul style="list-style-type: none"> • <i>Be careful!</i> • <i>Mind +NP! (e.g. Mind your head!)</i> • <i>Don't +VP</i> • <i>Look out!</i>
Instructing or directing others to do something	<ul style="list-style-type: none"> • <i>Imperative sentences</i>

6. SOCIALIZING USING LANGUAGE

<i>Greeting when meeting people</i>	<ul style="list-style-type: none">• <i>Hello / Good morning / (afternoon/evening)</i>• <i>Hello / how are you?</i>• <i>(I'm fine thank you) how are you?</i>• <i>I'm very well, thank you, and how are you?</i>
<i>Greeting when introducing people and being introduced</i>	<ul style="list-style-type: none">• <i>This is</i>• <i>I'd like you to meet.</i>• <i>Hello / how do you do (response)</i>
<i>Taking leave</i>	<ul style="list-style-type: none">• <i>Good-bye / bye-bye / good night / cheerio</i>• <i>I'll see you tomorrow / next week etc.</i>
<i>Attracting attention</i>	<ul style="list-style-type: none">• <i>Excuse me...</i>
<i>Proposing a toast</i>	<ul style="list-style-type: none">• <i>Here's to/ cheers /</i>

TIMELINE

Lessons/Activities	Number of class periods
Diagnostic Test	2
Self-reflection	1
Review module	3
Lesson1	1
Lesson2	1_
Arts1	1_
Economics1	1_
Lesson3	2
Lesson4	1_
Lesson5	2
Arts2	2
Economics2	1_
Lesson6	2
Lesson7	1_
Lesson8 Progress Check&Self-Evaluation	3
Arts3	1_
Economics3	1_
Lesson9	2
Lesson 10	1_
Lesson11	2
Arts4	1_
Economics4	1_
Lesson12	2
Lesson13	1
Lesson14	2
Arts5	1_
Economics5	1_
Lesson15	2
Lesson16	1_
Lesson17 Progress Check&Self-Evaluation	3
Arts6	2
Economics6	2
Lesson18	2
Lesson19	1_
Arts7	1_
Economics7	2
Lesson20	2
Lesson21	2
Lesson22	2
Arts8	2

Economics8	1_
Lesson23	1_
Lesson24	2
Arts9	2
Economics9	2
Lesson25	2
Lesson26	1_
Economics10	1_
Lesson27	2
Lesson28	2
Arts10	3
Lesson29	1_
Lesson30 Progress Check&Self-Evaluation	3

