

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Proceed with English

9th Year Basic Education

Teacher's Book

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The authors.

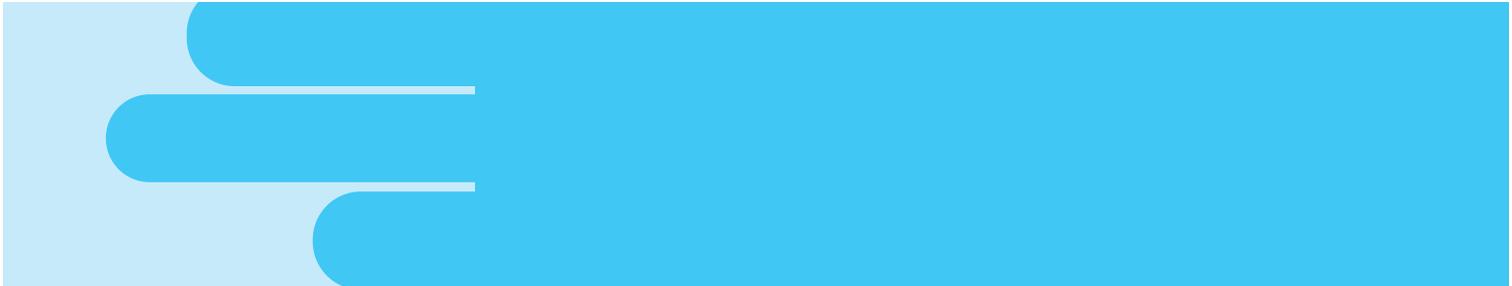


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INTRODUCTION

This document is a guide for the teachers to make the best use of the materials which they are expected to use so as to cover the official programme. It may also be helpful for the learners, the learners' parents and all those who are concerned with the teaching of English to the 9th grade in Tunisian preparatory schools.

In this document

- We have presented the teaching – learning materials designed to be implemented in the classroom.*
 - We have shed light on the methodology and the key principles that we referred to in the designing of the contents of the student's book and the activities in the accompanying activity book.*
 - We have provided the users of the materials with the distribution of the skills and the strategies stipulated in the official programme - September 2006 - over the different modules.*
 - In the fourth part of this guide, readers will find suggested descriptions of the learning / teaching sequences and hints to help the teachers to maximise profit from the proposed contents and activities.*
 - Some activities and questions may require time and effort on the part of the teachers. For this reason, we have provided the answers to ease matters for them.*
 - The timeline we have suggested may require some adjustments as teachers are expected to develop their own annual schedule to cover the contents of the official programme.*
 - The last part in this document is the tapescript of the auditory material.*
- This book is merely intended to help teachers and should in no way enslave them.*

The package of material :

1-The Student's Book :

2-The Activity Book :

3-The Audio Cassette or CD. : It includes the material designed for the listening activities.

4-The Teachers' Book.

- a) The Student's Book : It is a document where six theme-based modules are contrived in a way that the authors believe will help the Tunisian 9th form learners carry on and progress in the learning process and meet the requirements of the official programmes of English for Basic Education.

The modules are :

1- FAMILY LIFE

2- EDUCATION

3- HEALTH AND ENVIRONMENT

4- SERVICES

5- ENTERTAINMENT

6- CIVILITY

Each module is composed of an introductory lesson and four other lessons where the focus is on one macro-skill (Reading, Listening, Speaking or Writing).

- b) The Activity Book : It is an essential part of the course as each lesson in this book cannot be dissociated from its counterpart in the Student's Book.

The activities it contains have been designed for the student to put into practice what has already been acquired in the Student's Book.

To avoid having the pupils continuously move from one book to another during the same session, we have tried to make this happen only when it is deemed necessary.

- c) The Audio-Cassette : It contains listening passages that, along with the pronunciation activities in the activity book, will help the students improve their listening skills by listening to the practised in different situations for different purposes.

- d) The Teacher's Book.

Methodology :

A - Guiding principles

The materials have been designed to comply with the contents and recommendations stipulated in the official programmes.

1- The learner is an intelligent human being

The learner comes to school with different attitudes to learning and learning contexts. The teacher is expected to help him/her to activate the strategies appropriate to his/her favourite learning style through the material so as to foster learning and make the best use of the contents.

2- The learner is at the core of the learning process

In the official text of September 2006, the learner is seen as “an active user of English” and “is at the core of the learning process”. We elaborated contents and activities that we think respond to the requirements of this principle of constructiveness and activeness : Teaching and learning are clearly based on the learner’s active construction process and on the creation of higher level knowledge structures. The learning environment is based on the learner's active role and commitment.

3- The learner’s participation and interaction are important in learning the

Learning is based on cooperative and collaborative principles and takes place in groups. The principle of cooperativeness is highly considered in the official programme and communicating, working and living with others range among the objectives of the educational system in Tunisia. The activities that we have elaborated in the documents take into consideration the above- mentioned principle and aim at fostering the learners’ participation and interaction. We do believe that individual learners come to school with different skills and backgrounds and should collaborate in order to share knowledge.

4- Contextuality in learning

Language is seen in the official programme as a means of communication rather than a set of decontextualised grammatical structures, word lists and isolated skills.

In the textbooks we have elaborated, we suggest that learning happens through simulated and authentic activities wherein the learner reinvests what has been learned in order to solve problems in real situations. At the same time, we haven’t neglected that “ is seen as a system that has lexis, grammar as well as linguistic structures and patterns which can be used to create various discourse forms or text types.” “Knowledge of grammar and how it functions contribute to effective use.”

For this reason we have included in the textbooks activities and exercises wherein the is used in context. This, we believe will help the learners understand the system and retain its rules.

How are the textbooks organised ?

a) The Student's Book :

Each lesson in the Student's Book is made up of three parts.

1- Get Ready :

In this section, the topic is introduced through pictures as we deeply believe that visuals help trigger the learner's imagination and make it easier for the teacher either to start with a brainstorming activity and / or make them draw on their background knowledge using the appropriate to get acquainted with the new topic.

2- Learn More About it :

This section is meant to further enhance what has already been acquired in the previous section. It generally includes a reading or a listening passage, a poem or a conversation which the students read, listen to or enact then show their understanding by answering questions on the gist and the global comprehension of the material presented and express their opinion about the main issues dealt with in the passage.

3- The Grammar Point :

One of our main concerns, while making up these textbooks, has been to make sure the grammar structure stems from the reading or listening material.

It is generally written in bold or underlined to make it easier for the learners to locate it in the passage at hand and see how it is used in context. More examples are given before the rule is clearly stated.

b) The Activity Book :

1- Comprehension Check :

Each lesson in the activity book is meant to further enrich the pupil's comprehension of the reading or listening material and provides an opportunity for the students to express their understanding of the texts and attitudes towards the topics being discussed in writing.

2- Language Work :

The work section provides the learners with more opportunities to further practise the through writing activities developing grammar and vocabulary related to the topic of the lesson.

3- Pronunciation :

This section provides the students with short exercises that deal with sounds, spelling or stress.

4- Writing and/or Project Work :

The tasks are divided into steps that deal with one particular topic and require from students different skills and cooperation to produce a tangible piece of work the teacher can use to assess the student's performance and evaluate his/her teaching abilities.

5- The Lighter Side and Grandma's Corner provide a welcome relaxing break after the hard work required by the tasks carried out by the students during the one or two-hour session.

We finally hope the books (the Student's Book and the Activity Book together with the Teacher's book) will help improve the student's performance in the target and allow the teacher to make efficient use of the material presented.

The authors

MODULE ONE

FAMILY LIFE

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
10	Lesson one : Family relationships	Reading Writing	<ul style="list-style-type: none"> -Read for gist. -Scan a text for specific information. -Transfer information onto a table. - Produce written descriptions from prompts. - Listing and writing notes 	<ul style="list-style-type: none"> 1-Asking questions 2-Describing 1 	<ul style="list-style-type: none"> 1-Question words 2- Long / short adjectives 	<ul style="list-style-type: none"> True - Magic Supportive - severe Easy-going - Wisdom Fighting - Miserable Divorce - Orphanage To afford 	<ul style="list-style-type: none"> / ð / / a: / 	Project work Step1
11	Lesson two : Sharing family responsibilities	Listening Reading Writing	<ul style="list-style-type: none"> -Distinguishing between fact and opinion. -Drawing on background knowledge to understand text. -Listen to infer emotional state. 	<ul style="list-style-type: none"> 1- Comparing 1 2- Describing 2 	<ul style="list-style-type: none"> 1-Comparatives 2-The superlative 	<ul style="list-style-type: none"> To cook - To feed To rock - Role Close - To bring up Exciting - Demanding To Look after 	<ul style="list-style-type: none"> Spelling 1 short comparatives 	Writing one
12	Lesson three: The Generation Gap	Reading Writing	<ul style="list-style-type: none"> -Infer relationships between interlocutors. - Predicting possible outcomes - Producing a text from various sources of information. 	Comparing 2	Compound adjectives	<ul style="list-style-type: none"> To agree - To argue Embarrassed To break (rules) Dog-headed To sneak (out) 	<ul style="list-style-type: none"> Mute "b" and "w" 	Project work Step2
13	Lesson four: Pocket money	Speaking Writing	<ul style="list-style-type: none"> - Write to recycle structures covered in class. - Free writing leading to fluency. 	Comparing 3	As+Adjective+As	<ul style="list-style-type: none"> Stationeries Savings - Extras To purchase Overspending An addiction Hard-earned 	<ul style="list-style-type: none"> Word stress 1 	Writing two
14	Lesson five: Safety at home	Reading Writing	<ul style="list-style-type: none"> Information transfer Scanning for specific information. -reinvesting previously acquired . 	Contrasting	While Whereas	<ul style="list-style-type: none"> To bite - Owner Chained - Isolation To occur - Hazard Infected To supervise 	<ul style="list-style-type: none"> Spelling 1 Noun plurals (Y.....> ies) 	<ul style="list-style-type: none"> Writing three Project work step 3 Presentation

LESSON ONE : FAMILY RELATIONSHIPS

Objective	To enable students to talk about family relationships and realise that family life is not always a happy one.	
Main skills	Reading, Writing, Speaking.	
Subskills	<ul style="list-style-type: none"> - Read for the gist. - Scan a text for specific information. - Transfer information onto a table. - Produce written descriptions from prompts. - Listing and writing notes. 	
Vocabulary	magic - supportive - severe - easy-going - wisdom - fighting - miserable - orphanage - to afford	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> 1- Question words 2- Long / short adjectives 	<ul style="list-style-type: none"> 1- Asking questions 2- Describing 1
Procedure	<p>The pictures at the “Get Ready” section are meant to help your students speak about :</p> <ul style="list-style-type: none"> - Family patterns - The family now and before <p>This will pave the way for your students to read about three types of family relationships in texts 1, 2 and 3 and answer the comprehension questions both in the student's and in the activity book. The underlined words in text 3 will serve as a sprinboard for teaching the grammar point.</p>	

LESSON TWO : SHARING FAMILY RESPONSIBILITIES

Objective	To listen to a passage in order to compare different types of family roles and share opinions about them.	
Main skills	Listening, Reading, Writing	
Subskills	<ul style="list-style-type: none"> -Distinguishing between fact and opinion. -Drawing on background knowledge to understand text. -Listen to infer emotional state. 	
Vocabulary	to cook - to feed - to rock - role - close - to bring up - exciting - demanding - to Look after -	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> 1- Comparatives 2- The superlative 	<ul style="list-style-type: none"> 1- Comparing 1 2- Describing 2
Procedure	<p>Learners should be encouraged to comment on the pictures at the “Get Ready” stage as they provide a good preparation for the grammar point, as well as an opportunity to talk about their own families.</p> <p>First, let your pupils listen to the whole passage and feel free to repeat relevant parts of the passage as needed.</p> <p>The idea is to get your pupils to understand that Mark is a modern father and that he is sharing family responsibilities with his wife. This will provide the pupils with a good start for comparisons between this family pattern and their own.</p>	

LESSON THREE : THE GENERATION GAP

Objective	To enable students to read about and react to family issues.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Infer relationships between interlocutors. - Predicting possible outcomes. - Producing a text from various sources of information. 	
Vocabulary	to agree - to argue - embarrassed - to break (rules) - dog-headed - to sneak (out)	
Language	Structure(s):	Function(s):
	- Compound adjectives	Comparing 2
Procedure	<p>The pre-reading activities are meant to urge the pupils to speak about their relations with their own parents. It's a good opportunity for the teacher to introduce any vocabulary items he feels could be an obstacle to the comprehension of the passage.</p> <p>Then they should be ready to read the passage and react to Jane's problems with her parents. Asking pupils about a possible end to Jane's story can be a good way to revise the future tense.</p> <p>Fashion is a well-known source of conflicts between parents and their children. The picture of the high-heeled shoes can provide a smooth progression to the tasks in the activity book, as well as the project work, which is also about different fashions.</p>	

LESSON FOUR : POCKET MONEY

Objective	To enable students to read a passage about pocket money in order to discuss its importance in family life and be able to write a short paragraph about it.	
Main skills	Speaking, Writing	
Subskills	<ul style="list-style-type: none"> - Write to recycle structures covered in class. - Free writing leading to fluency. 	
Vocabulary	stationeries - savings - extras - to purchase - overspending - an addiction - hard-earned	
Language	Structure(s):	Function(s):
	As + Adjective + As	Comparing 3
Procedure	<p>As your grammar point in this lesson is comparison, a good idea would be to start by making pupils assess the amount of money they spend and think of ways of earning it.</p> <p>When they read the passage, pupils will get the parents' opinion on this subject, which will prepare them for the grammar point as well as the ensuing activities in the activity book.</p> <p>The speaking activity about overspending is an opportunity for the teacher to further consolidate the acquired vocabulary and grammar as well as a good preparation for the writing task.</p>	

LESSON FIVE : SAFETY AT HOME

Objective	To have students read about, discuss safety at home and use appropriate to write about this topic.	
Main skills	Reading, writing	
Subskills	<ul style="list-style-type: none"> - Information transfer. - Scanning for specific information. - reinvesting previously acquired. 	
Vocabulary	to bite - owner - chained - isolation - to occur - hazard - infected - to supervise -	
Language	Structure(s):	Function(s):
	While, Whereas	Contrasting
Procedure	<p>The teacher's role in the "Get Ready" section is to help students make the link between the different safety risks presented to them and the fact that safety and security are of utmost importance to any home.</p> <p>The reading passage is meant to raise their awareness to the potential risk that pets might represent and give them a convenient subject for comparison using "while" and "whereas".</p> <p>This will be very useful for the tasks in the activity book as they are asked to compare and contrast different pets in the writing task and continue their project work where they compare different fashions.</p>	

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
16	Lesson one : school memories	Reading Writing	-Reading for the gist. -Scanning for specific information. -Making lists.	Expressing Possession	-The genitive - Possessive pronouns	Memory Preparatory Mark - Grade To notice To erase Test Instead - Proud	/ u / / u : /	Project work Step1
17	Lesson two : school rules	Listening Reading Writing	-Identifying the communicative functions of utterances. - Using cohesive devices -Reordering words to make sentences.	Expressing intention (going to)	- Going to -Reflexive pronouns -Present progressive+ future word = planned action	To dream To fall Awake Unless Earthquake Cool Loud	/ ai / / aiə /	Writing one
18	Lesson three: First day at school	Reading Writing	- Recognising basic syntactic patterns and devices. -Reinvesting acquired in one's writing.	To express a completed action in the past	-Simple past -Irregular verbs -Past participles	Fun To pretend Shake hands To forget To meet	Word stress 3 Nouns & adjs	Project work Step2
19	Lesson four: Violence at school	Speaking Writing	Working in groups and sharing information to perform an oral task Guided writing.	Obligation	-Have to / must -Has to, will have to Prepositions of: Location(over, next to), Movement(along, across)	To believe Used to To move Accent To taunt- Mad To participate	/ e / / æ /	Writing two
20	Lesson five: School life	Reading Writing	-Skimming and scanning for information. -Sharing information to perform an oral task and solve a problem	Expressing intention	1- The future tense 2- I intend to... 3- In ten years time, I'll...	To get on- To expect Expenses- To send To realise-Indeed Sensitive- To rent	Spelling 2 Double consonants	Writing three Project work step 3 Presentation

LESSON ONE : SCHOOL MEMORIES

Objective	To have pupils recycle related to school life in order to prepare them for the comprehension of a reading passage about the same topic and subsequently start a project dealing with school problems.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Read for the gist. - Scan for specific information. - Make lists. 	
Vocabulary	Memory, preparatory, mark, grade, to notice, to erase, test, instead, proud	
Language	Structure(s):	Function(s):
	1- The genitive 2- Possessive pronouns	Expressing possession
Procedure	<ul style="list-style-type: none"> - The questions that follow the text are meant to start a discussion about cheating. - The tasks in the activity book require more reading(s) of the text. The teacher can ask different questions if he believes this will make him reach his objectives. - In the part, the teacher may do only one of the two activities that deal with the “possessive” if he/she believes his pupils already use them correctly. - Have your pupils give as many examples as possible of the pronunciation of the letter “u”. Make them read the words aloud to you to check their pronunciation. - Step one of the project in this unit is about making only a list of the problems pupils encounter at school as no details are required. 	

LESSON TWO : SCHOOL RULES

Objective	To enable pupils to listen to, complete and comprehend a poem in order to deal with school rules.	
Main skills	Listening, reading and writing.	
Subskills	<ul style="list-style-type: none"> - Identifying the communicative functions of utterances. - Using cohesive devices. - Reordering words to make sentences. 	
Vocabulary	to dream, to fall, awake, unless, earthquake, cool, loud	
Language	Structure(s):	Function(s):
	1- Expressing intention (going to)	<ul style="list-style-type: none"> - Going to - Reflexive pronouns - Present progressive + future word = planned action
Procedure	<ul style="list-style-type: none"> - The teacher should draw the pupils' attention to the funny side of the situation Mike finds himself into because of his daydreaming. - Make the pupils listen to different parts of the poem as many times as necessary to allow them to complete it. You can even turn this exercise into a multiple choice one or a guessing game. - The pronunciation exercise deals with the "ing" as many pupils have a tendency to overstress it. As the present progressive is dealt with in the part, it's a good opportunity for practice. - The writing exercise aims at the practice of different ways of talking about future events using "going to" or the present progressive at the sentence level. 	

LESSON THREE : FIRST DAY AT SCHOOL

Objective	To revise the simple past by having pupils read about a girl's school memories.	
Main skills	Reading, writing	
Subskills	<ul style="list-style-type: none"> - Recognising basic syntactic patterns and devices. - Reinvesting acquired in one's writing. 	
Vocabulary	fun, to pretend, shake hands, to forget, to meet	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> - Simple past - Irregular verbs - Past participles 	To express a completed action in the past
Procedure	<p>5- Have the pupils perform the pre-reading tasks.</p> <ul style="list-style-type: none"> - The text will be dealt with in more detail in the activity book. For the time being, just have your pupils answer the two questions and deal with the tasks related to the simple past. Pointing out the difference from the simple present might help. Pupils will practise the use of the simple past in the activity book. - The pronunciation exercise deals with the pronunciation of the simple past "ed" ending. - The writing practice will be dealt with at the sentence level as the project work requires the students to provide a sentence under each picture illustrating a school problem. 	

LESSON FOUR : VIOLENCE AT SCHOOL

Objective	To enable pupils to speak about violence in schools.	
Main skills	Speaking, writing	
Subskills	<ul style="list-style-type: none"> - Working in groups and sharing information to perform an oral task - Guided writing 	
Vocabulary	to believe, used to, to move, accent, to taunt, mad, to participate	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> - Have to / must - Has to, will have to - Prepositions : Location (over, next to), Movement (along, across) 	Obligation
Procedure	<p>Pupils are encouraged, at this stage, to talk about prohibited and desired activities at school and particularly in the classroom. "Have to" can be introduced and practised here and during the following activities.</p> <p>The conversation between Jill and Kelly deals with verbal and physical violence. The teacher can choose to move to the Activity Book after answering the questions in the Student's book and then practise the use of "have to". He can go back to the Student's Book whenever he feels it necessary to do so.</p> <p>The writing activity aims at the practice of as well as the problems related to the mechanics of writing.</p>	

LESSON FIVE : SCHOOL LIFE

Objective	To have pupils read about an aspect of school life and react to it.	
Main skills	Reading, writing	
Subskills	<ul style="list-style-type: none"> - Skimming and scanning for information. - Sharing information to perform an oral task and solve a problem. 	
Vocabulary	to get on, to expect, expenses, to send, to realise - indeed sensitive - to rent -	
Language	Structure(s):	Function(s):
	1- The future tense 2- I intend to... 3- In ten years time, I'll..	Expressing intention
Procedure	<p>The brainstorming activity at the beginning of the lesson reminds the pupils of some vocabulary related to school life. The teacher can add as many items as necessary.</p> <p>Kate's letter gives the students an opportunity to discuss Kate's problems and suggest various solutions to solve them.</p> <p>The third and final step in this module's project requires students to use what they have learnt to propose some solutions for problems pupils have to deal with at school.</p>	

MODULE THREE

HEALTH AND ENVIRONMENT

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
22	Lesson one : Air and land pollution	Reading Writing	<ul style="list-style-type: none"> - Read for the gist. - Scan a text for specific information. - Work in pairs or small groups to make out the meaning of a text. 	Sequencing events	Linkers (so, therefore, because ...)	skin rash ozone layer to release fumes-acid smog inflammable solvents-glues	The letter "u"	Project work Step1
23	Lesson two : Smoking and health	Listening Reading Writing	<ul style="list-style-type: none"> - Drawing on background knowledge to understand a text. - Listen to infer emotional state. 	Expressing possibility probability	<ul style="list-style-type: none"> - May - Might 	To give up/ dump to damage harmful-addicted pesticides prohibited contaminated To disapprove(of)	/ i / / i: / / ai /	Writing
24	Lesson three: Pollution, a threat to our environment	Reading Writing	<ul style="list-style-type: none"> - Skim a text to get a the gist - Predicting possible outcomes - Use free writing to develop fluency 	Defining people and objects	<ul style="list-style-type: none"> - Who - Which - That 	waste- landfill threat- to spill impact- to ruin particles discharge to inhale	The letter "ch"	Project work Step2
25	Lesson four: Save the earth !	Speaking Writing	<ul style="list-style-type: none"> -Identify / select main idea, supporting details, facts - Write to recycle structures covered in class. 	Giving advice Obligation Prohibition	Should Ought to Must Don't...	logging- to prevent offenders creatures-hunter safe-regret jet-diet	/ a /, / a: / / / /ɔ: /	Writing
26	Lesson five: Let everyday be an Earth Day	Reading Writing	<ul style="list-style-type: none"> -Scanning for specific information. -Reinvesting previously acquired . 	Noun formation 2	Comp. nouns -Noun + noun -Gerund + noun -Noun + gerund	species-campaign bins-recycling organic-legumes fatty-sugary - salty-crunchy	/ ʒ / / dʒ /	Writing Project work step 3 Presentation

LESSON ONE : AIR AND LAND POLLUTION

Objective	To enable students to talk about pollution and its effects on people and the environment.	
Main skills	Reading, Writing, Speaking.	
Subskills	<ul style="list-style-type: none"> - Read for the gist. - Scan a text for specific information. - Work in pairs or small groups to make out the meaning of a text. 	
Vocabulary	skin rash, ozone layer, to release, fumes, acid, smog, inflammable, solvents, glues	
Language	Structure(s):	Function(s):
	Linkers : (so, therefore, because ...)	Sequencing events
Procedure	<p>The activities in this part of the lesson should get the pupil immersed in the context of the topic of this module. The types of pollution and their effects on people should prepare the pupil for the reading of the four short texts that follow.</p> <p>The teacher might choose to have the pupils focus on the linkers while reading the texts and then move directly to activity four in the part of their activity books.</p> <p>Then they can look for details in the text that answer the questions in the comprehension part.</p> <p>The teacher should explain the whole project to his pupils so that they can see that each step is not a standalone task.</p>	

LESSON TWO : SMOKING AND HEALTH

Objective	To have pupils listen and read about the harmful effects of smoking on health.	
Main skills	Listening, Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Drawing on background knowledge to understand text. - Listen to infer emotional state. 	
Vocabulary	To give up, dump, to damage, harmful, addicted, pesticides, prohibited, contaminated, to disapprove (of).	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> - May - Might 	Expressing possibility, probability
Procedure	<p>The pictures are meant to inspire pupils to talk about the topic but could also be used to introduce “may” and “might” at this stage.</p> <p>As they listen to Susan’s father, pupils can be asked to tick the correct answers in step two. The teacher can ask his pupils to deal with tasks in the Student’s Book or in the Activity Book . However, he has to make sure the whole lesson remains coherent and the transition between it’s different parts smooth.</p> <p>The writing task should be used to check whether the pupils have grasped the meaning of linkers and their use in sentences.</p>	

LESSON THREE : POLLUTION, A THREAT TO OUR ENVIRONMENT

Objective	To enable pupils to talk about the effects of pollution on the environment and suggest different solutions to deal with them;	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Skimming a text to get the gist. - Predicting possible outcomes. - Using free writing to develop fluency. 	
Vocabulary	waste, landfill, threat, to spill, impact, to ruin, particles, discharge, to inhale	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> - Who - Which - That 	Defining people and objects
Procedure	<p>Pupils are asked to think of ways to take an active part in the improvement of their environment and specially their school.</p> <p>Pupils read the text and can open their activity book to deal with the comprehension tasks. Task two can be used to revise relative pronouns while answering reference questions. The teacher can then move to the part where further practice is possible.</p> <p>The second part of the project requires pupils to make a leaflet which will be the tangible product they will present in the final stage.</p>	

LESSON FOUR : SAVE THE EARTH

Objective	To enable pupils to talk about the different measures that can be taken to prevent environmental damage.	
Main skills	Reading, Writing, Speaking.	
Subskills	<ul style="list-style-type: none"> - Identify / select main idea, supporting details, facts. - Write to recycle structures covered in class. 	
Vocabulary	logging, to prevent, offenders, creatures, hunter, safe, regret, jet, diet	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> - Should - Ought to - Must - Don't... 	<ul style="list-style-type: none"> - Giving advice - Obligation - Prohibition
Procedure	<p>The pictures are meant to provide pupils with clues and help them build sentences since preventing damage to the environment is a rather difficult task even for specialised organisations.</p> <p>The poem (an elephant complaining about man's wickedness) can provide a good start for the revision of advice, prohibition and obligation. The comprehension part in the activity book and the following activities also deal with endangered species.</p> <p>The tasks consolidate the grammar point and the writing task allows the learners to practice what has already been learnt in the lesson.</p>	

LESSON FIVE : LET EVERYDAY BE AN EARTH DAY

Objective	To have pupils speak, read and write about health and the environment.	
Main skills	Reading, Writing, Speaking.	
Subskills	<ul style="list-style-type: none"> - Scanning for specific information. - Reinvesting previously acquired. 	
Vocabulary	species, campaign, bins, recycling, organic, legumes, fatty, sugary, salty, crunchy.	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> - Compound nouns - Noun + Noun - Noun + "er" Noun 	Noun formation 2
Procedure	<p>The visuals serve as a trigger for the students to suggest solutions for the damage caused to the environment and health.</p> <p>The reading material in this lesson is non-linear. The pupils should be able to link the food pyramid items to their corresponding effects on health.</p> <p>The comprehension check in the activity book does not deal with this lesson alone but rather checks the pupils ability to understand how actions can help solve problems related to the environment and health.</p> <p>The pupil will write a short paragraph illustrating the importance of a healthy environment for people;</p>	

MODULE FOUR

SERVICES

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
28	Lesson one : At the airport	Reading Writing	-Infer the emotional state of a speaker (e.g., from intonation, speech rate) -Infer the communicative functions of utterances, according to situations, participants and goals - Process writing	1- Making polite requests 2- Requesting others to do something	1- Would you mind + v + ing 2- Could you + VP	service - customs aisle - boarding pass seat - flight railway - fasten belt - take off	/ ə /	Project work Step1
29	Lesson two : Internet shopping	Listening Reading Writing	-Draw on background knowledge. -Listen to infer the meaning of new words \ expressions. -Information transfer. - Process writing.	Warning	1- Mind + NP 2- Look out!	to exchange to chat - on-line website - hackers means huge benefits secure to order	/ ei / / ou / / au /	Writing
30	Lesson three: Tourism	Reading Writing	- Distinguish facts from opinion - Predicting possible outcomes - Use free writing to develop fluency.	The present perfect tense Thanking	1- Present perfect tense 2-Past participles 3-That will be/ It's very nice / kind of you	boom amount progress To experience To achieve comfort	Word stress Noun & verb	Project work Step2
31	Lesson four: Transport	Speaking Writing	-Predict the gist and type of text from illustrations. -Infer the possible meanings of a word/expression. - Reinvest covered in class in project work.	First conditional	1- If + present -----> Future	convenient frequent available throughout enquiry to give a hand	/ ei / / e /	Writing
32	Lesson five: Communication	Reading Writing	- Infer relationships between interlocutors - Work in pairs and share information in order to perform an oral task.	Noun formation 3	Gerund + Noun Noun + Gerund	seller to come round reception desk to join to look forward to	Spelling 3 "ing" forms	Writing Project work step 3 Presentation

LESSON ONE : AT THE AIRPORT

Objective	To enable students to talk and read about services, particularly those provided at airports.	
Main skills	Reading, writing, Speaking.	
Subskills	<ul style="list-style-type: none"> - Infer the emotional state of a speaker (e.g., from intonation, speech rate). - Infer the communicative functions of utterances, according to situations, participants and goals. - Process writing. 	
Vocabulary	service, customs, aisle, boarding pass, seat, flight, railway, fasten, belt, take off.	
Language	Structure(s):	Function(s):
	1- Would you mind + v + ing 2- Could you + VP	1- Making polite requests 2- Requesting others to do something
Procedure	<p>The pictures illustrate some places where services are provided. A good idea would be to ask pupils to say which service is provided in each of them. Then in step two and in pairs, the students can speak about the services provided by the post-office.</p> <p>The reading material consists of a conversation wherein a flight attendant offers services to a passenger, a suitable context for polite requests.</p> <p>In addition to the practice, the pupils are asked to use the internet to write their blogs with the help of their computer teacher. Where this is not possible, a paper version of this project is strongly recommended.</p>	

LESSON TWO : INTERNET SHOPPING

Objective	To enable students to listen to and understand a passage about internet shopping.	
Main skills	Listening, reading, writing	
Subskills	<ul style="list-style-type: none"> - Draw on background knowledge. - Listen to infer the meaning of new words \ expressions. - Information transfer. - Process writing. 	
Vocabulary	to exchange, to chat, online, website, hackers, means, huge, benefits, secure, to order.	
Language	Structure(s):	Function(s):
	1- Mind + NP 2- Look out !	Warning
Procedure	<p>The spidergram at the beginning of this lesson allows to make a summary of the different services that can be provided by the internet. It also immerses the student in the associated with this technology.</p> <p>The listening passage is about internet shopping. The teacher may introduce the topic before asking his pupils to listen to the passage. Inter-disciplinary cooperation is strongly recommended as not all teachers are familiar with the internet The computer science teacher could be asked for help.</p> <p>The writing deals with tourism.This paves the way for lesson 3.</p>	

LESSON THREE : TOURISM

Objective	To have pupils read and discuss the importance of tourism in Tunisia.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Distinguish facts from opinion. - Predict possible outcomes. - Use free writing to develop fluency. 	
Vocabulary	boom, amount, progress, to experience, to achieve, comfort	
Language	Structure(s):	Function(s):
	1- Present perfect tense 2- Past participles 3- That will be / It's very nice / kind of you	Thanking
Procedure	<p>The song "Hotel California" and the visuals introduce the topic of the lesson. They can be used to focus on Tunisia as a tourist country before reading the passage about it.</p> <p>The present perfect can be introduced while reading the passage as it illustrates some of its uses. More practice is provided in the activity book. The teacher can provide more exercises if needed as the use of this tense is particularly difficult for the pupils. Make sure you contrast it with the simple past.</p> <p>The work in this lesson enriches the pupil's vocabulary while the first step in this module's project deals with the pupil's mobile phone and its different uses.</p>	

LESSON FOUR : TRANSPORT

Objective	To enable students to speak and write about different means of transport and the differences between them.	
Main skills	Speaking, Writing	
Subskills	<ul style="list-style-type: none"> - Predict the gist and type of text from illustrations. - Infer the possible meanings of a word / expression. - Reinvent covered in class in project work. 	
Vocabulary	convenient, frequent, available, throughout, enquiry, to give a hand.	
Language	Structure(s):	Function(s):
	1- If + present -----> Future	First conditional
Procedure	<p>Pupils talk about different means of transport they use and when it is appropriate to use each of them.</p> <p>The reading passage is about buses in London which are part and parcel of British life. The last sentence in the text introduces the conditional (type 1). Further practice is provided in activity two in the work section of the activity book.</p> <p>The writing focuses on the use of linkers to write a paragraph about the differences between means of transport. The teacher can also ask his pupils to go back to activity one in the section and choose other means of transport.</p>	

LESSON FIVE : COMMUNICATION

Objective	To enable pupils to read and write about the telephone and its uses in everyday life.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Infer relationships between interlocutors. - Work in pairs and share information in order to perform an oral task. 	
Vocabulary	seller, come round, reception desk, to join, to look forward to.	
Language	Structure(s):	Function(s):
	Gerund + Noun Noun + Gerund	Noun formation 3
Procedure	<p>The different shapes of the phone and its different uses can be introduced here in order to pave the way for the telephone conversation.</p> <p>Pupils might be asked to read the dialogue in pairs to make it more lively. Because it is a business conversation, they can be asked to read it and use a suitable tone.</p> <p>The pupil is required to present his blog. It's important that he / she explain to his / her classmates what his/her group have achieved. It may be a good idea to reward those who have shown a good performance for further reinforcement.</p>	

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
34	Lesson one : Means of entertainment	Reading Writing	- Interpreting pictures. - Scanning a text for specific information. - Information transfer - Completing an interview. - Identifying different sounds.	- Expressing uncertainty - Expressing certainty	1- Maybe / Perhaps 2- I'm sure + that clause / No doubt + declarative sentence.	disc-based e-books to take over a walk-in cinema to interrupt giant dolby system	/ o i / / i ə /	Project work Step1
35	Lesson two : Eating out	Listening Reading Writing	- Identifying vocabulary related to food. - Matching words with definitions. - Listening for the gist. - Reinvesting in one's writing.	- Exclamations - Expressing satisfaction	1- It's a surprise 2- What a... 3- How nice + to 4- This is just what I wanted / needed / meant	make up one's mind diet coke garlic starter dressing vegetarian barbecue - charge	/ au ə / / ai ə /	Writing
36	Lesson three: Where shall we go?	Reading Writing	- Drawing on prior knowledge. - Identifying activities from pictures. - Reading for the gist. - Making suggestions. - Identifying stress at word level.	- Making suggestions	1- Shall we + Verb 2- I suggest that + clause. 3- Why don't we / What about.	wild acrobats to windsurf water slides rides flavour exotics	Word stress five verb & noun	Project work Step2
37	Lesson four: Let's watch a film!	Speaking Writing	- Describing people - Reading for specific information - Predicting possible outcomes. - Writing a biography.	- Expressing regret	1- I'm so / very sorry + that clause. 2- I regret + (noun / ving)	take away fish tank to come across creatures a shark to run away	/ au / / ai / / ou / / ei /	Writing
38	Lesson five: Stars pastimes	Reading Writing	- Showing interest - Showing indifference. - Matching words to make expressions. - Matching parts of sentences.	- Showing interest, indifference	1- I'd like to know more about 2- It sounds interesting 3- I'm interested in... 4- I don't mind / care...	Lyrics to sound award skateboarding a single a yacht	Spelling 4 Mute consonants (k, l, gh, g, h)	Writing Project work step 3 Presentation

LESSON ONE : MEANS OF ENTERTAINMENT

Objective	To introduce the topic of entertainment and enable pupils to read and express themselves about it.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Interpreting pictures. - Scanning a text for specific information. - Information transfer. - Completing an interview. - Identifying different sounds. 	
Vocabulary	disc-based, e-books, to take over, a walk-in cinema, to interrupt, giant, dolby system	
Language	Structure(s):	Function(s):
	1- Maybe / Perhaps 2- I'm sure + that clause / No doubt + declarative sentence.	<ul style="list-style-type: none"> - Expressing uncertainty - Expressing certainty
Procedure	<p>The pupils are first invited to identify different means of entertainment and say which of them can be practised indoors and which can be practised outdoors.</p> <p>The reading consists of what five different people say about their likes and dislikes concerning means of entertainment. "Maybe" and "perhaps" are introduced here and their use can be further reinforced in activity two in the work in the activity book.</p> <p>In this module, the final product of the project is going to be a wall display about the pupil's favourite song and its singer. Collecting and sharing information and tasks among the group will be the first step.</p>	

LESSON TWO : EATING OUT

Objective	To provide pupils with the necessary to understand a listening passage about ordering food in a restaurant.	
Main skills	Listening, reading, writing	
Subskills	<ul style="list-style-type: none"> -Identifying vocabulary related to food. -Matching words with definitions. -Listening for the gist. -Reinvesting in one's writing. 	
Vocabulary	make up one's mind, diet coke, garlic, starter, dressing, vegetarian, barbecue, charge	
Language	Structure(s):	Function(s):
	1- It's a surprise 2- What a... 3- How nice + to 4- This is just what I wanted/ needed/meant	<ul style="list-style-type: none"> - Exclamations - Expressing satisfaction
Procedure	<p>The spidergram should be used as a preparation for the listening activities as it helps the students to review some of the vocabulary related to eating out.</p> <p>As the pupils listen to the conversation, they can be asked to move to the activity book and deal with the comprehension check. The grammar points deal with exclamations and expressing satisfaction, two functions that might be needed in a restaurant when food is ordered.</p> <p>The activities consolidate the grammar point and its use in a conversation while the writing activity is meant to enable pupils to express surprise and dissatisfaction in writing.</p>	

LESSON THREE : WHERE SHALL WE GO ?

Objective	To teach pupils to speak about places they like to go to and why and make suggestions.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Drawing on prior knowledge. - Identifying activities from pictures. - Reading for the gist. - Making suggestions. - Identifying stress at word level. 	
Vocabulary	wild, acrobats, to windsurf, water slides, rides, flavour, exotics	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> 1- Shall we + Verb 2- I suggest that + clause. 3- Why don't we..? 4- What about..? 	- Making suggestions
Procedure	<p>The two activities in the “Get Ready” section of this lesson prepare the pupils to read a conversation where they find expressions used to make suggestions. The pictures illustrate examples of activities practised for entertainment and help pupils to produce sentences about them.</p> <p>The activities in the “Learn More About it” section provide reading material that is used to introduce the grammar point “as well as” to make the transition from the Student’s Book to the Activity Book where they continue the “Comprehension Check” part of the lesson.</p> <p>The activities provide practice of vocabulary and Activity Three focuses on the verb form in suggestions.</p>	

LESSON FOUR : LET'S WATCH A FILM !

Objective	To enable students to talk about films, read and speak about a cartoon star.	
Main skills	Speaking, Writing.	
Subskills	<ul style="list-style-type: none"> - Describing people. - Reading for specific information. - Predicting possible outcomes. - Writing a biography. 	
Vocabulary	take away, fish tank, to come across, creatures, a shark to run away	
Language	Structure(s):	Function(s):
	1- I'm so / very sorry + that clause. 2- I regret + (noun / ving)	- Expressing regret
Procedure	<p>In this section, the vocabulary about the cinema paves the way for the story of Nemo and his adventures.</p> <p>The reading passage is a summary of a cartoon star's adventures. Pupils love to talk about cartoon stars. They could then be asked to focus on the fact that Nemo regrets disobeying his father to teach the grammar point before moving to the Activity Book and doing the comprehension activities.</p> <p>The is consolidated through completing a gapped poem (song) written by Nemo to his father.</p>	

LESSON FIVE : STARS PASTIMES

Objective	To enable students to speak and write about stars and their pastimes.	
Main skills	Reading, Writing, Speaking.	
Subskills	<ul style="list-style-type: none"> - Showing interest - Showing indifference. - Matching words to make expressions. - Matching parts of sentences. 	
Vocabulary	Lyrics, to sound, award, skateboarding, a single, a yacht	
Language	Structure(s):	Function(s):
	1-I'd like to know more about.. 2-It sounds interesting 3-I'm interested in... 4-I don't mind / care...	<ul style="list-style-type: none"> - Showing interest - Showing indifference
Procedure	<p>Most teenagers usually love music. They are asked to read and speak about some stars' pastimes before reading an interview of Beyonce Knowles.</p> <p>The interview contains the grammar point in context. While doing the comprehension activities, pupils should be encouraged to use it before consolidating this use in the Language Work part of the lesson.</p> <p>After doing the activities, the pupil is given the opportunity to write, expressing interest or indifference about some events. Pupils or the teacher can come up with their own expressions if the latter believes this will make the task more interesting for the pupils.</p>	

MODULE SIX

CIVILITY

Page	Lesson	Skills	SubSkills	Functions	Grammar	Lexis	Stress & pronunciation	Project work / Writing
40	Lesson one : Voluntary work	Reading Writing	-Read for the gist. -Scan a text for specific information. -Matching sentence parts - Produce oral descriptions from pictures. - Classifying words.	Expressing ability/Inability.	Can / cannot	To take part in- needy - homeless cruel- volunteer - donate - disabled- stand by - survive- chores - lack of - to give a hand	The sound / u /	Project work Step1
41	Lesson two : Volunteering kids	Listening Reading Writing	-Inferring meaning from pictures. -Expressing opinion about issues. -Listen to identify, understand and react to social issues.	Offering help.	1- Can I help you ? 2- What can I do for you?	join get started come forward to establish membership to involve across foreign hard time trust perform figure out share carry out peers	The letter "k"	Writing
42	Lesson three: How to be cooperative	Reading Writing	-Predict the gist and type of text from format, illustrations, title -Infer speaker's age, occupation -Infer the possible meanings of a grammar structure.	Describing past actions.	The past progressive		Stress in compounds	Project work Step2
43	Lesson four: Clubs, associations and charities	Speaking Writing	- Predict topic from illustrations. -reinvest prior knowledge in one's writing - Write a biography.	Expressing opinion.	1-I think that 2-I believe that 3-In my opinion 4-I think so...	opportunity first-hand-mission- homeless-income - shovel-driveaway stair lift-walking stick	Spelling 5 Spelling of verbs ending in "o".	Writing
44	Lesson five: Tolerance and respect for others	Reading Writing	-Reacting to illustrations Scanning for specific information. -reinvesting previously acquired.	Expressing hope.	I hope that + clause.	immigrants refugees peacemaker conflicts tortured reconciliation	Spelling 6 Mute consonants (t,p,w,s)	Writing Project work step 3 Presentation

LESSON ONE : VOLUNTARY WORK

Objective	To raise pupils' awareness about voluntary work to enable them to read, talk and write about it.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Read for the gist. - Scan a text for specific information. - Match sentence parts. - Produce oral descriptions from pictures. - Classify words. 	
Vocabulary	To take part in, needy, homeless, cruel, volunteer, donate, disabled, stand by, survive, chores, lack of, to give a hand	
Language	Structure(s):	Function(s):
	Can / cannot	Expressing ability / Inability
Procedure	<p>The pupils are asked to speak about voluntary work through visuals.</p> <p>Pupils read four short texts in which four people describe what they do to help others. "Ability" is the grammar point they are asked to revise. In the Comprehension Check, pupils provide more details about the four characters.</p> <p>The Language Work consolidates the use of "can" and "to be able to" while the project work may seem challenging but the teacher can suggest a visit to an elderly house in the school neighbourhood.</p>	

LESSON TWO : VOLUNTEERING KIDS

Objective	To help pupils learn about volunteering kids and what they can do to take an active part in the promotion of a civil society;	
Main skills	Listening, Reading, Writing	
Subskills	<ul style="list-style-type: none"> -Inferring meaning from pictures. -Expressing opinion about issues. -Listen to identify, understand and react to social issues. 	
Vocabulary	join, get started, come forward, to establish, membership, to involve, across, foreign	
Language	Structure(s):	Function(s):
	<ul style="list-style-type: none"> 1- Can I help you ? 2- What can I do for you? 	Offering help
Procedure	<p>Pupils are asked to label pictures in order to see examples of what kids can do. They can be asked to provide more volunteering examples.</p> <p>Pupils listen as many times as necessary to the passage and then do the comprehension activities. Melissa explains what she does as the founder of the F.A.C.E organisation. It's important to underline the fact that even kids can do a lot for the environment.</p> <p>The linguistic function in this lesson is "offering help". The writing activity requires pupils to explain how poor people can be helped by kids.</p>	

LESSON THREE : HOW TO BE COOPERATIVE

Objective	To teach pupils about the benefits of cooperation and collaborative work ;	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Predict the gist and type of text from format, illustrations, title. - Infer speaker's age, occupation. - Infer the possible meanings of a grammar structure. 	
Vocabulary	hard time, trust, perform, figure out, share, carry out, peers.	
Language	Structure(s):	Function(s):
	The past progressive	Describing past actions
Procedure	<p>Pupils are brainstormed about activities that require cooperation. This prepares them for the text which is about cooperation at school.</p> <p>In the reading passage, the past progressive is used along with the simple past. The teacher can illustrate the difference between the two tenses with more examples.</p> <p>The work in this lesson focuses on tenses and their use. The teacher can add any useful hints such as time words associated with different tenses.</p>	

LESSON FOUR : CLUBS, ASSOCIATIONS AND CHARITIES

Objective	To enable students to speak and write about associations and charities and their role in society in Tunisia and around the world.	
Main skills	Speaking, Writing	
Subskills	<ul style="list-style-type: none"> - Predict topic from illustrations. - Reinvent prior knowledge in one's writing. - Write a biography. 	
Vocabulary	opportunity, first-hand, mission, homeless, income, shovel, driveway, stair lift, walking stick.	
Language	Structure(s):	Function(s):
	1- I think that... 2- I believe that... 3- In my opinion... 4- I think so.	Expressing opinion
Procedure	<p>The students look at the pictures and speak about examples of activities people can do to help others. Then, they are asked to think of other possible ways to help people around them.</p> <p>Pupils read the texts in which teenagers express their opinion about the club or organisation they belong to and its goals.</p> <p>In activity two of the Language Work, students are asked to express their opinion about different activities that can be done to help others. The writing activity is about Lady Diana's biography. They should particularly focus on her charity work.</p>	

LESSON FIVE : TOLERANCE AND RESPECT FOR OTHERS

Objective	To enable pupils to read and write about tolerance and respect for others.	
Main skills	Reading, Writing	
Subskills	<ul style="list-style-type: none"> - Reacting to illustrations. - Scanning for specific information. - Reinvesting previously acquired. 	
Vocabulary	immigrants, refugees, peacemaker, conflicts, tortured, reconciliation.	
Language	Structure(s):	Function(s):
	I hope that + clause.	Expressing hope
Procedure	<p>Pupils speak about issues related to the topic. The pictures help them think about differences between people and the problems this can cause (racism, loneliness, exclusion...) Expressing hope can be introduced here.</p> <p>Nicole Evans and Ibrahim are young people who can inspire others through their endeavours to resolve conflicts and promote peace. Students read what they say and deal with the comprehension check.</p> <p>As young people are fond of sports and competitions, the topic is about fair play. Activity One provides them with codes of fair play before they write a paragraph in Activity Two.</p>	