

*REPUBLIC OF TUNISIA  
MINISTRY OF EDUCATION AND TRAINING*



# **Go Technical**

*Year 9 Technical Basic Education*

**Teacher's Guide**

**9**

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## INTRODUCTION

The present guide provides a description of the book 'Go Technical 0'. It is a tool for the teacher to put into practice some of the activities in the student's book. It highlights the objectives and purposes of the proposed activities.

The guide contains some instructions and teaching procedures and hints you may follow to conduct the activities within the scope of implementing some cooperative learning strategies in order to minimize the teacher talking time and avoid the lockstep frontal teaching.

The present guide outlines the structure of a lesson and provides the key answers where necessary and pinpoints the typical structure of a lesson. If ever you would like your students to conduct some webquests especially in the case of projects, some selected websites URLs are herein suggested to reinforce the students' ICT skills and autonomous learning.

We would like to apologize to Mr **Adel Hajjem** (Senior teacher) who took part in writing "Go Technical 9" and whose name did not appear in the front page of the textbook.

Mr Tahar Mathlouthi's name was mentioned by mistake, since the latter has never been part of the writing team of "Go Technical 9".

## PART ONE : THE STRUCTURE OF THE BOOK AND THE STRUCTURE OF A LESSON

### STRUCTURE OF THE BOOK

The book consists of four common core modules addressing the needs of the technical stream going from talking about various types of schools to other core topics that are in close connection with other disciplines and concerns of the students such as the field of work, trade, services and technology. The selected topics aim at raising the learners' awareness of the workplace specificities and environmental issues and equip them with the main language components that are necessary to communicate in the field of work. The rationale behind this is to develop communicative, social and cooperative skills that are likely to enhance the students' to learn how to learn with no total and ultimate dependence upon the teacher. As a teacher, you are expected to monitor, coach and guide from the margin.

As language is seen as a system, 'Go Technical 9' must not be undertaken as the teaching of a mere set of technical terms but rather as a matrix for the learners to get exposed to authentic language skills and components in order to delve into their future professional life with the intended degree of self-confidence and self-esteem.

A socio-constructivist approach of language learning is herein implemented through the integration of the four skills with a considerable focus on oral communication through pair and group work.

### STRUCTURE OF A LESSON

Each lesson consists of four pages with a set of three to five activities that start with a '**Presentation**' stage centered round the activation of the students' prior knowledge of the world. Activity 1 is meant primarily to the elicitation of the main core vocabulary in close connection with the topic at stake. The students have to label pictures, match sentences or short dialogues with pictures and work individually or/then in pairs to complete and compare surveys and questionnaires.

The new targeted grammatical structures are presented inductively through reading or listening with a focus on comprehension. 'Think and complete!' helps teaching grammar in an inductive way in that the students are given some hints as to the use of the targeted structure and given room to elicit the rule themselves to facilitate retention and further practice.

'•Remember' just reminds the students of the pre-taught grammatical structures and draws on their already acquired knowledge to deal with the proposed tasks. It would be pointless and time-consuming to teach the 'Remember' section content the way it is presented in the '**Think and complete!**' one.

A paramount learning block in any lesson is the reading or listening comprehension section which presents language in context and reinvests the already presented vocabulary in the 'Presentation' stage. Nevertheless, it is up to the teacher to suggest some more comprehension activities to maximize comprehension and optimize learning to facilitate information processing and reaction to the reading or listening texts or excerpts.

**Production:** is an opportunity for the learner to reinvest the newly taught items, functions and structures to construct meaning and develop speaking or writing skills autonomously. Pair and group work activities are meant at this stage to promote social skills, learning strategies and communication skills.

The '**pronunciation**' section draws the attention of the learners to some common principles in articulating sets of nouns or adverbs and discriminating between some paramount vowel sounds. It is meant to sensitize them to the importance of pronunciation as part of learning a language.

# PART TWO : A - HINTS AND ANSWER KEY PER MODULE B - TAPE SCRIPTS

## MODULE 1 : SCHOOL LIFE

### LESSON 1

<b>TOPIC</b>	<b>Talking about one self</b>
<b>OBJECTIVES</b>	Ability to : - introduce oneself and others - listen and transfer information - enact a conversation
<b>SKILLS</b>	Listening - Reading - Speaking
<b>NEW LEXES</b>	receptionist - architect - hairdresser
<b>GRAMMAR</b>	WH- questions using relative pronouns (who - what - where - when - how old)
<b>FUNCTIONS</b>	Introducing oneself and others

**ACTIVITY 1 :** 1 + D, 2 + C, 3 + A , 4 + B

**ACTIVITY 4 :** What's / I'm / Where's / Is / It's / are / When's / are / am / is / she's

**ACTIVITY 5 :** a- student; b- Canadian

### LESSON 2

<b>TOPIC</b>	<b>Talking about your school</b>
<b>OBJECTIVES :</b>	Ability to : - talk about school - express likes and dislikes - Read for gist - Read for details - transfer information - write about likes and dislikes
<b>SKILLS</b>	Listening - Reading - Writing
<b>NEW LEXES</b>	subject - favourite - break - to enjoy - playground - to be good at
<b>GRAMMAR</b>	Frequency adverbs
<b>FUNCTIONS</b>	Expressing likes and dislikes

**ACTIVITY 3 :** 1. ❶ like / enjoy ; ❷ enjoy / like ; ❸ best ; ❹ favourite ❺ hate

**4-** 1 + C ; 2 + D ; 3 + A ; 4 + B

**ACTIVITY 5 :** /ʌ / : love, other; /ɔ / : soccer, volleyball; /ɔ / : sport, before, born

### LESSON 3

<b>TOPIC</b>	<b>Talking about your school</b>
<b>OBJECTIVES :</b>	Ability to : - talk about types of schools - read for gist - read for details - transfer information - write a paragraph
<b>SKILLS</b>	Listening - Reading - Writing
<b>NEW LEXES</b>	private school - technical school - state school - facilities - P.E. - tools - plumbing - construction - carpentry - van - earn - grow up
<b>FUNCTIONS</b>	Describing types of schools

**ACTIVITY 1 :** 1 + e, 2 + b, 3 + a ; A , c ; 5 + d

**LESSON 4**

<b>TOPIC</b>	<b>Talking about technical schools</b>
<b>OBJECTIVES :</b>	Ability to : - describe what people are doing - read for gist - read for details - transfer information - compare and contrast types of schools
<b>SKILLS</b>	Speaking - Reading
<b>NEW LEXES</b>	to plane - dressmaker - mason - to draw - to repair - bulb - design - joinery - smart - workshop
<b>FUNCTIONS</b>	- Describing what people are doing - Comparing and contrasting

**ACTIVITY 1 :** 1 + C; 2 + F; 3 + B; 4 + A; 5 + E; 6 + D

**LESSON 5**

<b>TOPIC</b>	<b>Talking about kids with special needs</b>
<b>OBJECTIVES :</b>	Ability to : - discuss an issue in groups then provide feedback to the class - read for gist - read for details
<b>SKILLS</b>	Speaking - Reading
<b>NEW LEXES</b>	crutches - wheelchair - hearing aids - medicines - disabled - sight - illness - chronic disease
<b>GRAMMAR</b>	- could + v - might + v
<b>FUNCTIONS</b>	- Expressing probability - Expressing opinion

**ACTIVITY 1, STEP :** 1 + D ; 2 + A ; 3 + E; 4 + B ; 5 + C

**LESSON 6**

<b>TOPIC</b>	<b>Training</b>
<b>OBJECTIVES :</b>	Ability to : - express obligation / prohibition - read for gist - read for details - conduct project work
<b>SKILLS</b>	Reading - Speaking - Writing
<b>NEW LEXES</b>	switch off - turn off - ta - brush - unattended - litter - threaten - environmental - ecology - to recycle
<b>GRAMMAR</b>	- must / mustn't + v - don't + v - imperative
<b>FUNCTIONS</b>	Expressing obligation / prohibition

**ACTIVITY 1 :** 1 + B ; 2 + E ; 3 + F ; 4 + A ; 5 + D ; 6 + C

## LET'S REVIEW 1

**CROSSWORDS : 1 hairdresser ; 2 architect ; 3 receptionist ; 4 dressmaker ; 5 plumber ; 6 electrician ; 7 mason ; 8 carpenter ; 9 mechanic**

**JOKE : Form ; on ; phoning ; won't ; school ; teacher ; speaking ; my**

## MODULE 1 : SCHOOL LIFE - TAPE SCRIPTS

### LESSON 1

**Claude :** hello! I'm Claude. I'm French. I'm a mechanic.  
**Patrick :** Hello! I'm Patrick. I'm American. I'm a carpenter.  
**Kate :** Hello! I'm Kate. I'm British. I'm a dressmaker.  
**John :** Hello! I'm John. I'm Canadian. I'm an electrician.

#### ACTIVITY 3 :

**Nizar :** Hello! I'm Nizar. I'm 31. I'm Tunisian. I'm a carpenter.  
**Maria :** Hello ! I'm Maria. I'm from Italy. I'm 23. I'm a receptionist.  
**Martha :** Hi! I'm Martha. I'm 20. I'm Irish. I'm a painter.  
**Penelope :** Hello! I'm Penelope. I'm 22. I'm Spanish. I'm a hairdresser.

#### ACTIVITY 4 :

**Sally :** Hi. What's your name?  
**Anita :** My name's Anita. I'm from Oslo.  
**Sally :** Hi Anita. My name's Sally. So, where's Oslo? Is it in Sweden ?  
**Anita :** No. It's in Norway.  
**Sally :** Oh, right. How old are you, Anita?  
**Anita :** I'm fourteen. My birthday is in March. When's your birthday ?  
**Sally :** It's in June. By the way, are you in Mrs Collins' Science class ?  
**Anita :** Yes, I am.  
**Sally :** Is she nice?  
**Anita :** Yes, she is. Actually, she's my mother.

### LESSON 2

#### ACTIVITY 3 :

The best thing about my school is break time because I can go outside and play soccer, basketball, volleyball with my friends. I really enjoy all kinds of sport and I like going out to the playground every day. My best friend at school is called Tom. Sometimes he can tell me the answers to difficult questions. We always play together at school and after school we go to each other's houses and have good fun there as well. My favourite subjects are Maths, because I am good at it, and history because the teacher tells us about things that happened before we were born. The thing I hate most about school is taking lots of tests.

## MODULE 2 : THE WORLD OF WORK

### LESSON 2

TOPIC	Go Green!
<b>OBJECTIVES :</b>	Ability to : <ul style="list-style-type: none"><li>- complete three short gapped texts</li><li>- classify lexical items</li><li>- read for details</li><li>- express intentions / plans</li><li>- listen to discriminate sounds</li><li>- use notes to write an interview</li></ul>

<b>SKILLS</b>	Reading - Writing - Speaking
<b>NEW LEXES</b>	training (course) - trainee - earn - skill - expertise - workplace - enroll -
<b>GRAMMAR</b>	Going to + v
<b>FUNCTIONS</b>	Expressing intentions
<b>PRONUNCIATION</b>	Pronunciation of / H / , / tH / and / dG/sounds
<b>PROJECT</b>	

**ACTIVITY 1, STEP 1 :** 1. Working; 2. Learning; 3. Training

**STEP 2 :** 1. Training; 2. Learning; 3. Working

**ACTIVITY 2 :** 2- 1+ h; 2 + g; 3 + e; 4 + d; 5 + f; 6 + c; 7 + a; 8 + b

**n.b.** Please note it is 'apprentice' not 'apprenticeship' in 8 + b

## LESSON 2

<b>TOPIC</b>	<b>Looking for a job</b>
<b>OBJECTIVES :</b>	Ability to : - match pictures with statements - read ads for details - read a letter of application for details - label the different parts of a letter of application - write a letter of application
<b>SKILLS</b>	Reading - Writing
<b>NEW LEXES</b>	cashier - chef - blacksmith - baker - trucker - advertisement - maintenance -

**ACTIVITY 1 :** 1 + e; 2 + b; 3 + c; 4 + d; 5 + a

**ACTIVITY 2 :** 1 + radio; 2 + newspapers; 3 + TV; 4 + shop windows; 5 + websites; 6 + job centres

**ACTIVITY 3 :** STEP 1: 1 + A; 2 + E; 3 + D; 4 + B; 5 + C

<b>STEP 2 :</b>	Reason for writing	Number 2
	Saying when John is available for an interview.	Number 4
	Salutation ( The opening of the letter )	Number 1
	Referring to where he saw the interview.	Number 2
	The closing of the letter.	Number 5
	Personal information	Number 3

## LESSON 3

<b>TOPIC</b>	<b>Talking about jobs</b>
<b>OBJECTIVES :</b>	Ability to : - match utterances with pictures - listen and repeat names of tools - read for details - interact to describe a job - enact a conversation about one's future job
<b>SKILLS</b>	Listening - Reading - Speaking
<b>NEW LEXES</b>	welder - carpenter - plumber - electrician - mason - to plane - join - repair - install - pliers - spanners - voltmeter - jack-planer - trowel - hammer - nails - wire - pipe - cobbler - chisel - drill - saw
<b>GRAMMAR</b>	Noun = verb + er



**ACTIVITY 1 :** 1 + C ; 2 + A ; 3 + E ; 4 + D ; 5

**ACTIVITY 4 :** 1: paint scraper ; 2: roller ; 3: latex gloves ; 4 : cans of paint ; 5 : paint tray

#### LESSON 4

<b>TOPIC</b>	<b>Talking about place of work</b>
<b>OBJECTIVES :</b>	Ability to : - complete gapped statements - match safety items with their names - complete a gapped paragraph - listen for details - identify the stressed syllables
<b>SKILLS</b>	Listening - Writing - Speaking
<b>NEW LEXES</b>	jack hammer - gloves - earmuff - goggle - faceshield - first-aid kit -
<b>PRONUNCIATION</b>	Stress in words ending with '-tion'.

**ACTIVITY 1:** fall, jack hammer, cancer, irritation

**ACTIVITY 2, STEP 1 :** 1 + e; 2 + d; 3 + b; 4 + c; 5 + f; 6 + a

**STEP 2 :** face shield - gloves - goggles - earmuffs - hard hat - first-aid kit

**ACTIVITY 5 :** vibration - irritation - organisation - pollution (stress on the penultimate syllable)

#### LESSON 5

<b>TOPIC</b>	<b>Talking about place of work</b>
<b>OBJECTIVES :</b>	Ability to : - label pictures - match handicraft products with raw materials - re-use new lexical items to write sentences - read for details - complete and enact a conversation
<b>SKILLS</b>	Reading - Writing - Speaking
<b>NEW LEXES</b>	ceramics - copper - leather - wood - silver - clay - iron - glass -

**ACTIVITY 1, STEP 1 :** 1 + f ; 2 + a ; 3 + e ; 4 + b ; 5 + d ; 6 + c

**STEP 2 :** 1 + c ; 2 + e ; 3 + f ; 4 + a ; 5 + b ; 6 + d

**ACTIVITY 2 :** silver/jewelry ; copper/plates ; wood - iron/birdcages ; leather/bags ; glass/vases ; clay/jars

#### LESSON 6

<b>TOPIC</b>	<b>Go Green</b>
<b>OBJECTIVES :</b>	Ability to : - speak about noise in one's school - label sources of noise pollution - complete definitions - read for gist - read for details
<b>SKILLS</b>	Reading - Writing - Speaking
<b>NEW LEXES</b>	ceramics - copper - leather - wood - silver - clay - iron - glass -
<b>GRAMMAR</b>	Comparatives and superlatives of short and long adjectives
<b>PROJECT</b>	Making a safety poster

**ACTIVITY 1, STEP 2 :** 1 + e ; 2 + c ; 3 + a ; 4 + f ; 5 + b ; 6 + d ; 7 + g

**ACTIVITY 2 :** 1. HAV (Hand-Arm Vibration) Syndrome ; 2. WBV (Whole-Body Vibration) ;  
3. Hearing loss ; 4. blood pressure ; 5. High blood cholesterol

**ACTIVITY 3 :** 1 + c ; 2 + e ; 3 + a ; 4 + f ; 5 + d ; 6 + b

**ACTIVITY 4 :** 3- apartment; quivery; consecutive; elevated; fine

## LET'S REVIEW 2

**1. CROSSWORDS:** bricklayer; mason; trucker; painter; welder; manager; instructor; electrician; architect

**2.** 1 + 3 ; 2 + 1 ; 3 + 4 ; 4 + 2

**3.** A + 3 ; B + 4 ; C + 5 ; D + 2 ; E + 1

## MODULE 2: THE WORLD OF WORK - TAPE SCRIPTS

### LESSON 3

- Welder :** I use specialized equipment to weld or join metals together.  
**Carpenter :** I use many tools to plane wood in order to make doors and windows.  
**Plumber :** people sometimes call me to repair the pipes.  
**Electrician :** I can install, repair and maintain electrical systems.  
**Mason :** people can never build houses without me

### ACTIVITY 3 :

#### **Safety on the Job**

- Ahmad :** Good morning, Ali.  
**Ali :** Good morning, Ahmad. You look nervous! What's the matter?  
**Ahmad :** Today the safety inspector visited us!  
**Ali :** What for?  
**Ahmad :** Well, it was terrible! We had many violations.  
**Ali :** What do you mean?  
**Ahmad :** Some things that we do are not safe and are against the rules.  
**Ali :** Do you mean that you might be in danger?  
**Ahmad :** Absolutely! The inspector found that there were no fire extinguishers in the whole building.  
**Ali :** Oh! Really!  
**Ahmad :** She also said that no one was wearing safety goggles or safety gloves on the assembly line.  
**Ali :** That's unsafe.  
**Ahmad :** One welder was repairing some sewage pipes and wasn't wearing his face mask. Another carpenter was planing wood and not wearing his ear muffed.  
**Ali :** What did the supervisor do after the inspector left?  
**Ahmad :** Well. He organized a meeting with all the workers right away

## MODULE 3: CONSTRUCTION AND BUILDINGS

### LESSON 1

TOPIC	Talking about shapes and measurement
<b>OBJECTIVES :</b>	Ability to : - identify shapes and geometrical forms - make sentences using proper shape adjectives - replace shapes with proper adjectives - label shapes to describe objects using proper nouns and adjectives - read for specific information - read to fill in some information transfer tables - use new lexes to talk about famous monuments and buildings
<b>SKILLS</b>	Listening - Reading - Speaking
<b>NEW LEXES</b>	cube - pyramid - cylinder - triangle - rectangle - cone - square - oval - circular - rectangular - oval - cylindrical- triangular - cubic - conical - square - tile - tall - thick - wide - width - weight - height - length
<b>GRAMMAR</b>	- noun / adjective (e.g. circle / circular) How + adjective to ask about size and measurement
<b>PROJECT</b>	Oral presentation about famous buildings in the world.

**ACTIVITY 1 - STEP 1 :** rectangle - square - triangle - cube - oval - cone - cylinder - pyramid

**STEP 2 :** ss make sentences changing the shapes nouns into adjectives

**ACTIVITY 2 : STEP 1 :** 1- cylindrical; 2- rectangular 3- oval 4- square

**STEP 2 :** tall (high) - tall (high) - wide - wide - thick - thick - wide - wide - deep - deep - wide - wide

### LESSON 2

TOPIC	Describing a house
<b>OBJECTIVES :</b>	Ability to : - identify parts of a house - complete a diagram with the proper pieces of furniture and appliances - talk about a house plan using the right prepositions of location - listen to draw - read a story for gist - read for details - ask and answer questions to complete to get the same house plan
<b>SKILLS</b>	Reading - Speaking
<b>NEW LEXES</b>	bedroom - livingroom - kitchen - dining room - hall - bathroom - sofa - fridge - wash basin - bed - shower - wardrobe - gas cooker - coffee table - employer
<b>GRAMMAR</b>	- prepositions of location: near - between - on the right - in front of - on the left - The past simple to narrate events - regular and irregular verbs

**ACTIVITY 1, STEP 1 :** kitchen - bathroom - bedroom - hall - living room - bedroom

**STEP 2 :** living room: sofa - coffee table; kitchen: fridge - gas cooker; bathroom: washbasin - shower; bedroom; bed - wardrobe

**STEP 3 :** 1. near ; 2. on the left ; 3. in front of ; 4. between ; 5. on the right

**ACTIVITY 2 :** Listen and draw:

Explain to the class that they all have to draw a picture which corresponds to a verbal description you are going to dictate to them. Emphasise that the only thing to get right is the relative positions of the various objects and people you tell them to draw. It is not important how well they are drawn. Begin to dictate the picture giving the students time after each sentence to draw what you have said.

Then get the class to compare their pictures. Ask them to make a group decision on who has drawn the most accurate picture. Write up the sentences you have dictated to help them decide. To do this get the students to dictate the sentences back to you using their drawings to remind them of what you said.

**ACTIVITY 3 :** b

4 His heart was not in his work: b

5 In this text, the writer is: a

**ACTIVITY 4 :** provide each pair of your students with a set of two house plans with different missing information. Let them ask each other questions to complete their house plans so that by the end of the task, they would look the same with identical information. The students have to use proper Yes/No and WH questions, prepositions of location and appropriate names of rooms to ask questions. The first pair that interacts in English accurately and that completes the set has to be rewarded.

**LESSON 3**

<b>TOPIC</b>	<b>Building a house</b>
<b>OBJECTIVES :</b>	Ability to : - answer questions about a picture - match pictures with words - Identify and describe jobs and professions - reading a text for details - Scan for details to correct false statements - read to reorder sentences - use proper linkers to write a short paragraph
<b>SKILLS</b>	Speaking - Reading
<b>NEW LEXES</b>	foundation - trowel - wheelbarrow - hammer - tape - cement - hollow-brick - gravel - bricklayer - plumber - carpenter - painter - electrician - paint - fit - repair -
<b>GRAMMAR</b>	- Relative pronoun 'who' - sequential linkers

**ACTIVITY 2 - STEP 1 :** carpenter, electrician, painter, plumber, bricklayer

**STEP 2 :**

1. A painter is someone who paints walls, doors and windows.
2. A plumber is someone who fits all water pipes and systems.
3. A carpenter is someone who makes or repairs wooden objects.
4. An electrician is someone who fits electrical systems.

**ACTIVITY 3 :** 1. C

**ACTIVITY 4 :** (reordering sentences)

## LESSON 4

TOPIC	Talking about women in construction
<b>OBJECTIVES :</b>	Ability to : - match the right dialogue with the corresponding picture - use 'find someone who' cards to speak about personal experiences using the present perfect - classifying jobs according to gender - listen to complete a gapped text using 'has', 'hasn't' or 'haven't' - skim read to spot the right title for a text - scan for the right details to correct false statements - scan to identify the right reference words - scan to find synonyms - write a conversation and enact it
<b>SKILLS</b>	Speaking - Reading - Writing
<b>NEW LEXES</b>	construction - employee - boss - bulldozer - company
<b>GRAMMAR</b>	- the present perfect

**ACTIVITY 1:** 1 + A; 2 + D; 3+ B; 4+ C

**ACTIVITY 2:** Have - hasn't - Have - have - haven't -

**ACTIVITY 5:** 1. Women in construction

**3. a**

**4.** construction - Beth Bartow

**5.** workforce - to advance

## LESSON 5

TOPIC	Chousing construction
<b>OBJECTIVES :</b>	Ability to : - match pictures with words - express agreement or disagreement with a contractor - explain personal choice of construction career - negotiate future career criteria with a partner - read a text for specific information - scan to find out synonyms
<b>SKILLS</b>	Speaking - Reading - Writing
<b>NEW LEXES</b>	skyscraper - bridge - highway - contractor - foreman
<b>FUNCTIONS</b>	- expressing agreement / disagreement
<b>PROJECT</b>	Oral presentation about the future mega projects in Tunisia

**ACTIVITY 1 :** A+ 2; B+ 4; C+ 3; D+ 1

**ACTIVITY 2 :** have your students individually read and study the grid and tick the appropriate options they agree or disagree with. Then they have to pair up with their partners, think and share that is compare their answers. Make sure they negotiate their choices providing explanations and reasons for each other using proper expressions of agreement or disagreement.

**ACTIVITY 3 :** 1. to grow - over - nearly - improves

2. \$19.37 : construction earning per hour

2005 : hourly earnings in construction were about \$19.37 per hour.

15% : employment growth rate in 2012

2012 : year of construction boom

**ACTIVITY 4 :** In groups of 4, the students

## LESSON 6

<b>TOPIC</b>	<b>Go Green !</b>
<b>OBJECTIVES :</b>	Ability to : - use new words to label pictures - read a text for gist - read about an invention for details - reading to transfer information - using 'used to' to compare people's reactions in the past and now - read to reorder sentences - draw one's dream house
<b>SKILLS</b>	Reading - Speaking
<b>NEW LEXES</b>	bulb - garbage - environment - environmental - environmentalist
<b>GRAMMAR</b>	- 'used to' to express a habit in the past

### ACTIVITY 1:

cistern / solar panel / economical bulbs / sewage treatment / air conditioner / selective garbage

**ACTIVITY 2: 1.** An experimental type of house in Canada

2. 1+ d; 2 + a; 3 + b; 4 + c

3.

Name of the house	Area	Date of construction	Cost	Characteristics
Healthy House	189m <sup>2</sup>	1996	12% more than a traditional house	No electricity, sewage, water or gas expenses

4. Placing his children in an experimental house.

5. THEN: eccentric - grow up in the Healthy House

NOW: more like a pioneer environmentalist - it is a better idea

6. 2; 4; 1; 3

## LET'S REVIEW 3

1.

1. Bulldozer clears space.
2. Foundation poured.
3. Walls are put up.
4. The roof is built.
5. Install fireplace.
6. Plumbing is put in.
7. Wiring for electricity is installed.
8. Doors and windows are put in.
9. Inside and outside are painted.

2. brick - tape - wheelbarrow - oval - circle - pipe - trowel - pyramid - hammer - cube - cone

## MODULE 3: CONSTRUCTION AND BUILDINGS

### LESSON 1

#### ACTIVITY 2 :

**Sonia :** How high is the wall ?

**Imed :** It's 10 m high.

**Sonia :** And how wide is it ?

**Imed :** It's 2 m wide.

**Ali :** How wide is the table ?

**Monia :** It's 100 cm wide.

**Ali :** And how thick is it ?

**Monia :** It's 75 mm thick.

**Amer :** How wide is the well ?

**Radhia :** It's 3 m wide.

**Amer :** And how deep is it ?

**Radhia :** It's 20m deep.

### LESSON 2

#### ACTIVITY 2 : Picture dictation

'There's a house in the centre of the picture.

There are four windows in front of the house, two on the ground floor and two on the first.

A woman is looking out of the top left-hand window.

There's a road in front of the house.

There's a bus coming along the road.

There's a bus stop just ahead of the bus.

A man is waiting at the bus stop.

A car is parked opposite the bus stop.

There's a woman getting out of the car.

There's a railway bridge over the road.

A lorry is going under the bridge.

There are some trees behind the house.

A bird is flying above the trees.

There are some clouds in the sky.

You can see the sun shining through the clouds.'

### LESSON 4

#### ACTIVITY 2

**Peter :** What's the problem Bob ?

**Bob :** My car won't start.

**Peter :** Have you called a mechanic ?

**Bob :** Yes, many times but he hasn't answered my call.

**Peter :** Have you tried to repair it yourself ?

**Bob :** Yes, I have but I haven't managed to find out what's wrong with it.

**Peter :** Let me have a look.

**Bob :** Oh dear! There's no petrol in this car.

## MODULE 4: COMMUNICATION TECHNOLOGY AND SERVICES

### LESSON 1

<b>TOPIC</b>	<b>Using a computer</b>
<b>OBJECTIVES :</b>	Ability to : - Use words and pictures to label different parts and accessories of a computer - use 'that' and 'which' to make sentences out of words and definitions - listen to match the right speaker with the corresponding computer use - fill in a questionnaire on how to use a computer - use expressions of comparison and contrast to discuss questionnaire findings
<b>SKILLS</b>	Listening - Speaking
<b>NEW LEXES</b>	printer - keyboard - central unit - pen drive - headphone - mouse - scanner -
<b>GRAMMAR</b>	- relative pronouns 'that' and 'which' - expressions of comparison and contrast (while - but - however - both - too - also
<b>FONCTIONS</b>	Comparing and contrasting

**ACTIVITY 1: STEP 1 :** 3 - 1 - 7 - 5 - 8 - 6 - 4 - 2

**STEP 2 :** 1 + e ; 2 + c ; 3 + d ; 4 + g ; 5 + a ; 6 + h ; 7 + f ; 8 + b

**ACTIVITY 2 :** 1 + c ; 2 + b ; 3 + a ; 4 + d

### LESSON 2

<b>TOPIC</b>	<b>Using the internet</b>
<b>OBJECTIVES :</b>	Ability to : - label computer parts used to surf the internet - speak about uses of the internet - read a text for details
<b>SKILLS</b>	Speaking - Reading
<b>NEW LEXES</b>	monitor - printer - joystick - web cam - USB cable - scanner - keyboard - pen drive - mouse - CPU (Central Processing Unit) - ADSL modem - headphone - chat - e-mail - download
<b>GRAMMAR</b>	- using 'to' / 'in order to' to express a purpose
<b>PROJECT</b>	- accessing a website to find and print an online document

**ACTIVITY 1 :**

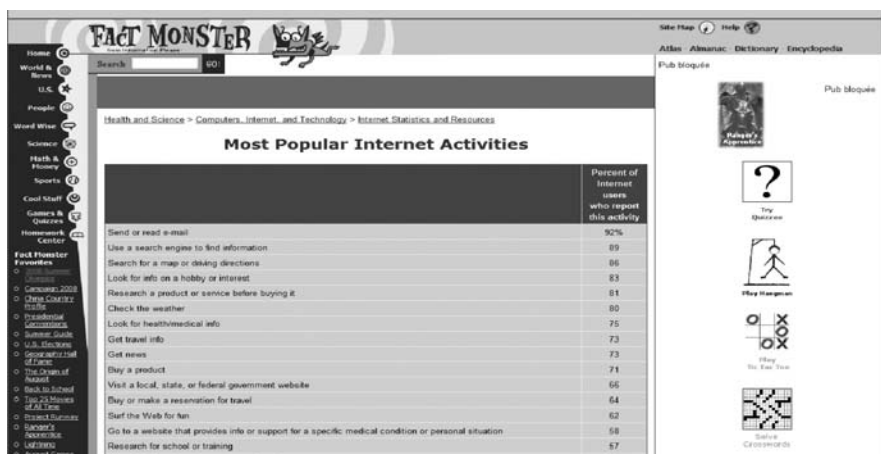
Monitor	3	Printer	11	Joystick	10
Web cam	4	USB cable	7	Scanner	9
Keyboard	8	Pen drive	6	Mouse	1
CPU (Central Processing Unit)	5	ADSL Modem	12	Headphone	2

**ACTIVITY 4 : 2. b**



**ACTIVITY 5 :** Connect to the internet in the school computer room. Type the following URL address in the browser's upper box : [www.fekids.com/klm](http://www.fekids.com/klm) with no space in between. Hit the 'enter' key. On the accessed web-site, move your mouse over the joystick. A three-icon 'school help' menu will pop up. Don't click 'goof-off time'. Click the second icon 'school help by factmonster'. In the drop-down menu, click the first button 'home-work help'. Now you are moved to the site [www.factmonster.com](http://www.factmonster.com). Click where you see the word 'science' in the second row of icons. A new page (<http://www.factmonster.com/science.html>) with many sections opens up. Go down the page and click 'computers and the internet' just on the right side. Click the third line 'Most popular internet activities' which will look roughly like this:

Now, you can ask your students to download it (file - save as) or print it (go down the page then click the word 'print').



### LESSON 3

TOPIC	Using a mobile phone
<b>OBJECTIVES :</b>	Ability to : - speak about means of communication - label different mobile parts - interact about mobile phones - fill in a questionnaire about mobile phones - present and speak about one's and classmate's questionnaire findings - read for details - read to transform sentences into the passive voice - reorder sentences to make a phone conversation
<b>SKILLS</b>	Speaking - Reading
<b>NEW LEXES</b>	mobile phone - antenna - communication
<b>GRAMMAR</b>	- the passive voice
<b>FONCTIONS</b>	- expressing opinion - expressing agreement - comparing

**ACTIVITY 1, STEP 2 :** a - antenna ; b - display screen ; c - flip cover; d- faceplate ; e- scroll keys f- keypad

**ACTIVITY 3 :** 1. 1- discuss; 2 - own ; 3 - go on

2. Detail 1 : personal use

Detail 2 : keep in touch with parents

Detail 3 : discuss homework with friends during the weekdays

4. - Mobile phones are used by teenagers to keep in touch with their friends.

- Mobile phones are offered by parents as presents on various occasions.

**ACTIVITY 4 :** 1 + E ; 2 + H ; 3 + F ; 4 + D ; 5 + B ; 6 + C ; 7 + A ; 8 + G

## LESSON 4

<b>TOPIC</b>	<b>Talking about trade and services 1</b>
<b>OBJECTIVES :</b>	Ability to : - match jobs with services - use 'who' to write definitions - listen to a conversation to answer questions - read for details - complete a conversation with the right function realizations
<b>SKILLS</b>	Speaking - Listening - Reading - Writing
<b>NEW LEXES</b>	cashier - mechanic - hairdresser - waiter - maintenance man - receptionist - repair
<b>FONCTIONS</b>	asking for help - offering help - greeting - greeting - requesting - asking for information - apologizing - thanking.

**ACTIVITY 1, STEP 1:** cashier: c; hairdresser: d; maintenance man: f; mechanic: b; waiter: e; receptionist: a

**STEP 2 :** - A mechanic is someone who repairs cars.

**5.** A hairdresser is someone who arranges and cuts customers' hair.

**6.** A maintenance man is someone who repairs and keeps machines in working order.

**7.** A waiter is someone who takes customers' orders. Brings food and drinks in a restaurant or café.

**8.** A cashier is someone who receives, pays out money in a bank, shop, etc.

**ACTIVITY 2:** 1. b

**ACTIVITY 3:** 1 + f ; 2 + d ; 3+ b ; 4+ a ; 5 + c ; 6+ g ; 7 + e

## LESSON 5

<b>TOPIC</b>	<b>Talking about trade and services 2</b>
<b>OBJECTIVES :</b>	Ability to : - read business letters for gist - read for details - transfer information - complete a gapped order
<b>SKILLS</b>	Reading - Speaking - Writing
<b>NEW LEXES</b>	inquiry - catalogue - supply - shipment - payment - business - order - cash - delivery
<b>FUNCTIONS</b>	Apologizing - informing
<b>PRONUNCIATION</b>	Long adverbs' stress

**ACTIVITY 1 :** 1. letter 2: d; letter 3: c; letter 4: b

<b>Time of delivery</b>	5 weeks
<b>Terms of payment</b>	3% cash
<b>Mode of transport</b>	Shipment (m.s. Mary)
<b>Description of the goods</b>	5000 Regent Shavers

**ACTIVITY 3 :** 1- examined ; 2 - book ; 3 - order ; 4 - delivery ; 5 - f.o.b. ; 6 - cash ; 7 - reject ; 8 - by

## LESSON 6

<b>TOPIC</b>	<b>Go Green!</b>
<b>OBJECTIVES :</b>	Ability to : - match pictures with utterances - match sentences with the right functions - read texts for gist - reading for details - write and enact a conversation about how to save energy
<b>SKILLS</b>	Speaking - Reading
<b>NEW LEXES</b>	switch off - goggles - unattended - energy - standby - photocopier - turn off - monitor - free - fridge - cool down
<b>GRAMMAR</b>	- first conditional
<b>FUNCTIONS</b>	Expressing advice - obligation - warning - prohibition - suggestion - permission - possibility

**ACTIVITY 1, STEP 1 :** 1 + D; 2+ B; 3 + C; 4 + E; 5+ A; 6+ F

**STEP 2 :** 1 + a ; 2 + b ; 3 + f ; 4 + d : 5 + e ; 6 + c

**ACTIVITY 2 :** 1. a

1. If you leave your computer on standby, it will use almost as much energy as when it is switched on.
  2. If you leave your photocopier switched on overnight, it .... copies.
  3. If you.... it will warm up quickly and take lots of power to cool down.
  4. If you .... switched on, it will .... to .... A4 pages.
  5. If you light .... overnight, you will waste .... of coffee.
4. a- to turn on; b- much; c- free

## LET'S REVIEW 4

1. 1. Google ; 2. Yahoo ; 3. Ask for Jeeves; 4. AOL; 5. msn; 6. Looksmart; 7. Alexa; HOTBOT; 8. Altavista ; 9. Lycos ; 10. excite
2. b - e - c - g- d - f - h - a
3. 1 + c; 2 + d; 3 + 4 + b; 5 + e

## MODULE 4: COMMUNICATION TECHNOLOGY AND SERVICES

### LESSON 1

#### ACTIVITY 2

**SPEAKER 1 :** My computer reduced the amount of paper that I use and made it easier for me to work with paper in a variety of ways. I can print to paper and scan my personal documents and photos, as well.

**SPEAKER 2 :** I often use my computer to chat and e-mail so that I can keep in contact with my distant family and friends.

**SPEAKER 3 :** Oh! A computer for me is like a teacher. I need it to do my homework, learn more English and review my lessons.

**SPEAKER 4 :** I use my computer to take advantage of all the information on the net. In fact, it helps me to collect data for my company's projects.

## LESSON 4

### ACTIVITY 2 :

- Operator :** Knightsbridge Hotel, good morning.
- Mr John Glas :** Could you please connect me to the reception desk?
- Operator :** Hold the line please. I'll put you through.
- Receptionist :** Reception desk. Can I help you?
- Mr John Glas :** I would like to book a single room with a bath for two nights next week from August 10th.
- Receptionist :** We are almost fully booked at the moment but I'll see what we can do. What's your name?
- Mr John Glas :** Mr John Glas
- Receptionist :** Is that spelt with a double 'S'?
- Mr John Glas :** No just one S.
- Receptionist :** What kind of room would you like to have Mr Glas?
- Mr John Glas :** A quiet single room with bath.
- Receptionist :** I'm sorry, but the only accommodation we have available at the moment is a single room with shower. The price is £ 30 including breakfast. It's a nice room and very quiet.
- Mr John Glas :** I see. Well, I think that will do. Could you confirm the booking?
- Receptionist :** Certainly. Well, we'll send you a confirmation by e-mail. Would You give me your -mail address, please?
- Mr John Glas :** Certainly. johnglas@yahoo.com
- Receptionist :** Thank you. We'll be glad to see you soon Mr Glas.
- Mr John Glas :** Thank you. Good bye.
- Receptionist :** Good bye Mr Glas.

## PART THREE : ADD-ONS

### PRINCIPLES OF LEARNING AND TEACHING

#### **1. Focus on the learner**

ESL students in the workplace do not study language as an end in itself; they study language as a means to an end: to build self-confidence and self-esteem, to improve job skills and to cope with the world around them. To put this into practice, you should always bear in mind that the learner is at the core of the teaching and learning process and that, when planning lessons, you have to take into consideration that not all learners learn in the same way as we have different ways of contextualizing what we learn and encoding new information into our memories. Therefore, you have to provide on-demand instruction personalized to individual needs so as to make learning most effective, with better retention, recall, and transfer. Instruction must be tailored specifically to the students' individual learning needs. Catering for the needs of the students entails taking their various learning styles as a bottom line of your teaching practices.

#### **2. Cooperative learning**

Cooperative learning simply means that groups of students work on tasks under conditions that meet five criteria: positive interdependence, individual accountability, face-to-face interaction, appropriate use of skills, and regular self-assessment. This is likely to improve retention, thinking skills, interpersonal and communication skills as well as self-confidence. Hence, cooperative learning builds cooperation skills by assigning roles to team members and providing the means for group reflection and individual self-assessment. Furthermore, it is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. The main principles of cooperative learning are as follows:

- Your success benefits me and my success benefits you.
- We all sink or swim together.
- We cannot do it without you.
- We all congratulate you on your accomplishment!

#### **3. Positive interdependence.**

The main principle to handle group work and implement 'positive interdependence' is linking students together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together. This might happen when each teammate understands that, to attain a goal beyond the reach of any of the separate members, he/she has to fix a mutual goal that might foster a sense of belonging to the group. Hence, the ultimate success depends on the joint effort of all the members working in unison. As such, Positive interdependence means that the group is united around a common goal and a concrete reason for being. Within the group work activities you might assign and conduct, the teammates depend upon each other in getting the work and the final product achieved in a convenient way. All the members join their efforts to get their job done in order to reach a consensus answer or solution for a proposed problem.

#### **4. Multiple intelligences**

Traditional teaching strategies tend to focus on verbal/linguistic and mathematical/logical intelligences alone. This can create frustration for the students who are kinesthetic, visual, interpersonal, intrapersonal, musical, or naturalist. So taking these multiple intelligences into account might optimize learning and involve all the students granted that you vary your activities accordingly. Assisting learners in developing all of their intelligences will make learning a part of living, not just a preparation for it.

#### **5. Mixed-ability-grouping**

All classes are mixed ability to one extent or another. Therefore, you need to have a range of strategies for managing mixed-ability classes. Extension tasks for fast finishers and putting learners of different levels together for some activities are all possible strategies. A possible solution might be to divide the class into four

homogenous ability groups and name the groups "A, B, C & D". There should be no reference to language proficiency levels when the teacher carries out this grouping task. Heterogeneous groups of four students should then be created. Teachers can create these groups by placing one A, one B, one C and one D student in each group. The end result will be many mixed ability groups of four students each.

#### **6. Hands-on activities.**

Students like to learn by doing or by experience. Therefore, you are expected to make them actively engaged in manipulating materials to develop their perceptual skills, psychomotor skills, etc. in order to make sense of the world around them especially the workplace. Showing the students the necessary tools for jobs (realia) would arouse their interest and motivation to learn as they have to use their senses to learn.

#### **7. Project Work.**

There are three components to consider when undertaking project work: content, processes and products. To fully implement the Project Approach, you need to develop an understanding of the underlying dynamics of the processes of project work with a prime focus on procedural knowledge. You need to sensitize your students to the importance of setting achievable objectives and plans to fulfill their projects. What is more interesting than the final product per se is their attempt at solving the imminent problems and finding working solutions to map, design and present their final product. You and your students can agree upon an evaluation or a self-assessment grid or checklist to keep track of their progress and achievement. In fact, students who are allowed to define

### USEFUL WEBSITES

their own learning goals will be more engaged in learning.

1. <http://www.uflib.ufl.edu/>

you can find thousands of digital old books for kids with nice illustrations. A cool place for those who love children literature.

2. <http://storynory.com/>

There are many stories for English learners and children. You can both, listen and read the stories online or if you wish you can download them via podcasts.

3. <http://www.veryabc.cn>

This web site contains over 70 thousand flashcards for the new learners of English. There are both songs and activity and exercise flashes. You can both watch the flash movies with their English subtitles so you can hear and see the English words and sentences. There are also different flash stories and songs. Moreover, there are books and movies in English as well as different comics of snappy that can be read.

4. [www.ESLPDF.com](http://www.ESLPDF.com)

The one-stop source for ESL grammar and vocabulary handouts and worksheets. All of the worksheets are in PDF format and are arranged by category (verb tenses, articles, prepositions, etc.)

5. [www.learningpage.com/](http://www.learningpage.com/)

Learning Page provides a huge collection of professionally produced instructional materials you can download and print. Lesson plans, books, worksheets, and much more can be found here.

6. <http://owl.english.purdue.edu/>

An excellent website for conducting product and process writing activities and workshops.

7. [www.esl4kids.net/](http://www.esl4kids.net/)

**The EFL Playhouse** offers a world of resources for teachers of young English Language Learners: educational games, songs, fingerplays, action rhymes, craft ideas, printable materials, tongue twisters, and more.

8. [www.learninggamesforkids.com/](http://www.learninggamesforkids.com/)

A selection of games in the following categories: Science Songs, Animal and Nature Games, Word Games, Art and Music Games, Logic Games, Math Games, Memory Games, Hand-Eye Coordination Games, Preschool Games, Keyboarding Games and Geography Games.

9. <http://www.spellingcity.com/>

This is an online spelling program that makes practicing for spelling tests fun. The website has over 35,000 spelling words and eight spelling games, a REAL person who says each word and sentence and thousands of

free spelling lists.

**10. [www.eslflow.com](http://www.eslflow.com)**

Thousands of different materials, worksheets and useful links for ESL teachers.

**11. <http://etc.usf.edu/lit2go/>**

Lit2Go is a free online collection of stories and poems in Mp3 (audiobook) format. You can:

- o Download the files to your Mp3 player and listen on the go,
- o Listen to the Mp3 files on your computer,
- o View the text on a webpage and read along as you listen,
- o Print out the stories and poems.

**12. <http://storynory.com/archives>**

A collection of 100+ tales and audiobooks. Listening to audio stories helps develop attention and imagination. It stimulates a love of words and books. But above all, it's a superb form of entertainment.

**13. [www.factmonster.com](http://www.factmonster.com)**

A very nice website for teachers and learners with lots of activities, facts and games.

**14. <http://www.teachnology.com/>**

Provides free and easy to use resources for teachers dedicated to improving the education of today's generation of students.

**15. [www.eslprintables.com](http://www.eslprintables.com)**

ESL Printables is a website where English Language teachers exchange resources: worksheets, lesson plans, activities, etc. The collection is growing every day with the help of many teachers. If you want to download you have to send your own contributions.

**16. [www.eslhandouts.com](http://www.eslhandouts.com)**

Eslhandouts.com is an ESL/EFL web service that allows teachers to share English teaching ideas, and materials such as: lesson plans, worksheets, recordings and pictures.

**17. <http://iteslj.org/>**

The Internet TESL Journal for the Teachers of English as a Second Language: articles, research papers, lesson plans, classroom handouts, techniques, questions, games, jokes, things for teachers, activities for ESL students, teaching ideas & links.

**18. [www.englishbanana.com](http://www.englishbanana.com)**

Thousands of books to download for teachers and learners.

**19. <http://www.sitesforteachers.com/index.html>**

Hundreds of educational websites rated by popularity.

**20. [www.onestopenglish.com](http://www.onestopenglish.com)**

Onestopenglish is the world's leading ELT resource site with over 450,000 users.