

RÉPUBLIQUE DE DJIBOUTI
UNITÉ - ÉGALITÉ - PAIX

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE LA FORMATION PROFESSIONNELLE

GUIDE



GUIDE ANGLAIS

8^{ème} ANNÉE

NOUVEAU PROGRAMME

TEACHER'S BOOK



REPUBLIC OF DJIBOUTI
Unity - Equality - Peace

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

GUIDE ANGLAIS 8^e

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table of contents

Unit 0	Welcome to Grade 8 English!	18
	Lesson 1: welcome to grade 8 english!	
Unit 1	Social Interaction	22
	Lesson 2 : Social Interaction	
	Lesson 3 : Conversational Tips	
	Lesson 4 : Asking for Clarification	
Unit 2	Personal Feelings	34
	Lesson 5 : Personal Feelings	
	Lesson 6 : Expressing Opinions	
	Lesson 7 : Personal Experiences	
Unit 3	Professional Skills	46
	Lesson 8 : Professional Skills	
	Lesson 9 : Professional Qualifications	
	Lesson 10 : My Dream Job	
	Lesson 11: Consolidation & Integration	
Unit 4	Following Directions	60
	Lesson 12 : Following Directions	
	Lesson 13 : Traffic Rules	
	Lesson 14 : Transportation	
Unit 5	Signs & Notices	68
	Lesson 15 : Signs & Notices	
	Lesson 16 : Asking for Help	
	Lesson 17 : Asking for Clarification	
Unit 6	What's in a Home	82
	Lesson 18 : What's in a Home	
	Lesson 19 : My Dream Home	
	Lesson 20 : What Do You Prefer?	
	Lesson 21: Consolidation & Integration	
Unit 7	What's the weather	99
	Lesson 22 : What's the weather	
	Lesson 23 : What if it's...?	
	Lesson 24 : Would you like to...?	
Unit 8	In the Countryside	113
	Lesson 25 : In the Countryside	
	Lesson 26 : In the City	
	Lesson 27 : Countryside vs. City	
Unit 9	Urban Environments	125
	Lesson 28 : Urban Environments	
	Lesson 29 : Rural Environments	
	Lesson 30 : In the Future...	
	Lesson 31: Consolidation & Integration	

English for Djibouti Grade 8 is a textbook designed for the Djiboutian education system as recommended by the Ministry of Education. It uses an integrated approach combining reading, writing, listening, and speaking skills with the communicative language teaching (CLT) approach. Student interactions are central to CLT. Students demonstrate mastery of new vocabulary and grammar structures by reading stories, practicing dialogues, playing games, and having discussions. These activities allow students to practice English in authentic situations.

The book is separated into three thematic modules. Each module contains three units and one Consolidation and Integration Lesson. Each unit contains 3 lessons.

Each lesson is structured to follow the Presentation, Practice, and Production (PPP) cycle. Lessons can be completed over the course of 5 instructional days; however, teachers are encouraged to adjust the lesson activities based on their students. The teacher's guide provides instructional procedures, suggestions for alternate activities, and ideas for adapting lessons to students' instructional or contextual needs. The activities used in the textbook mimic those used in the Cambridge CEFR assessment for students.

This textbook reflects the context of Djibouti. Its cultural references and topics reflect Djiboutian society's ethnic diversity and worldview, from small villages to urban centers.

For students, the text supports learning by connecting new vocabulary with visuals and translations. Above all, the textbook provides a structure for teachers to create a learning environment where students interact with each other. The textbook writers developed the lessons with the assumption that students (and teachers) want to learn and want to enjoy themselves as they learn. To expose students to a wide range of English, the textbook uses both British and American spelling and terminology.

Authors,

Making a List

UNIT 2
LESSON 5

In this lesson, I will ...

- make a list of ingredients

Lesson learning objectives.

garlic **herbs** **olive oil** **a pinch of salt** **recipe** **a tablespoon of cheese**

basil pesto, a sauce for which we need a few ingredients: herbs, a few tablespoons of cheese, some pieces of garlic, a teaspoon of olive oil, a pinch of salt, and a cup of nuts.

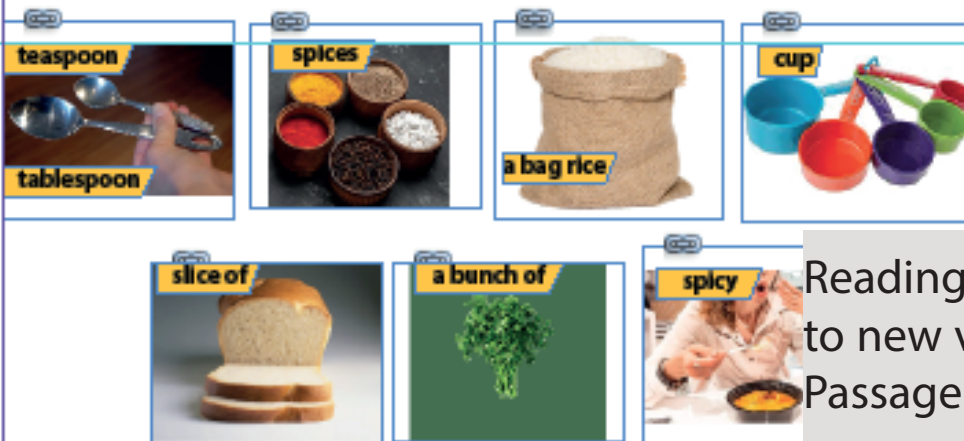
36 - THIRTY-SIX

New vocabulary and theme are introduced. Images activate students' background knowledge

Warm Up questions activate students' background knowledge and prepare them to discuss the new theme.

Warm Up

1. Do you like to prepare food?
2. Do you follow a recipe to prepare a new dish?
3. What is your favorite ingredient?



Reading introduces students to new vocabulary in context. Passages expose students to grammar structures that are introduced throughout the lesson.

A. Listen, Read, & Repeat.

People eat different dishes for lunch around Djibouti. Many people eat the same, but it can be fun to prepare a new dish using a recipe. A recipe tells you the steps to make a dish. Herbs, spices, and salt are a very important part of cooking. They add flavor to the food.

To make basil pesto, a sauce for spaghetti, we need the herb basil, a few tablespoons of cheese, some pieces of garlic, a teaspoon of olive oil, a pinch of salt, and a cup of nuts. You can eat pesto with spaghetti or a slice of bread.

To make spaghetti bolognese, we need some onion, a few pieces of garlic, and some meat. Some people like their food spicy, so they add peppers too. You can add cheese on top of the spaghetti.

B. Tell if the statement is True or False.

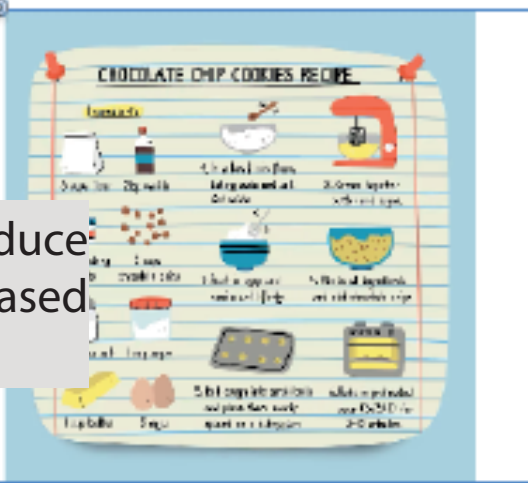
- | | |
|--|--|
| 1. Everyone likes their food spicy. | 3. A recipe has the steps and ingredients. |
| 2. Spices, herbs, and salt add flavor. | 4. A teaspoon, tablespoon, and cup are units of measurement. |

Reading Comprehension allows teachers to assess students' understanding of the theme and vocabulary.

Language Focus introduces students to the grammar structure.

Language Focus: How much or How many?
 How much → non-count nouns How many → countable nouns
 How much oil should I add? How many tablespoons of oil?
 How much salt should I add? How many pinches of salt?

C. Ask and answer questions about the recipe.



1. How much butter do we need?
2. How many cups of flour do we need?
3. How many eggs do we need?
4. How much vanilla do we need?
5. How many minutes do we need to bake?
6. How much sugar do we need?

How much butter do we need?
 We need a cup of butter.

Students will produce their own writing based on the example.

D. Circle the countable items. Cross out the non-countable items.

sugar	bananas	oil	herb	cups
spoons	cup of milk	milk	water	bag of rice
	a cup of flour	a cup of flour	a piece of garlic	salt

Each activity requires students to practice the sentences orally with a partner.

Recipe. Make a ✓ next to the ingredients we need.

<input type="checkbox"/> milk	<input type="checkbox"/> chocolate	<input type="checkbox"/> bananas
<input type="checkbox"/> eggs	<input type="checkbox"/> oil	<input type="checkbox"/> flour
<input type="checkbox"/> salt	<input type="checkbox"/> apples	<input type="checkbox"/> sugar
<input type="checkbox"/> cheese	<input type="checkbox"/> butter	<input type="checkbox"/> vanilla

Listening activities include recordings of native speakers. Each lesson focuses on a different listening skill

Language Focus: Quantifiers

- some
- any
- a little
- a few* (only countable nouns)

Do you have any sugar? I need some water.
 The dish needs a little salt.
 I need a few pieces of garlic.

F. Dialogue. Underline the quantifiers. Practice the dialogue with partner.

Teacher: Good morning students. Today we will share what we eat.
 Student 1: Every morning, I eat a few slices of toast with some butter.
 Student 2: I like some toast too. If we don't have any butter, I add a little.
 Student 1: I like to add a little sugar to my tea.
 Student 2: I add a pinch of sugar to me too!
 Teacher: What do you eat for lunch?
 Student 1: My mom makes spaghetti with some onions and a few pieces of garlic. If I arrive home to lunch too late, there is not any spaghetti left.
 Student 2: If my mom does not make lunch, I like to eat a bag of chips and a box of cookies.

Dialogue allows students to practice speaking skills, use the grammar and vocabulary in context.

G. Make your own dialogue using the words in the box.

Student 1: I want to make a list for the market
 Student 2: Great idea. Do we have any spices?
 Student 1: Yes, there are some spices in the cabinet.
 Student 2: Do we need _____ too?
 Student 1: Ok. How _____ do we need?
 Student 2: We need _____.
 Student 1: How _____ do we have?
 Student 2: We have _____.

eggs	some
(a box of) tea	a few
(a cup of) sugar	any
flour	a little
(a bag of) rice	many
spices	

Make your own dialogue activity allows students to practice the speaking skills, Students are encouraged to practice with more than one partner. Each student's dialogue may be different.

Each lesson focuses on one type of writing.

Process Writing

Process writing explains how to do something. Process writing gives step by step directions.

H. Hassan made a recipe. Read the recipe and underline the quantifiers.

Today we are going to make a vegetable soup. We need 3 carrots, 2 potatoes, some celery, 1 pumpkin, some butter, a pinch of salt and pepper, an onion, 2 pieces of garlic and a little milk. Melt a little butter in a pan then add the onion. Stir very well. Cut the rest of the vegetables into small pieces and put them in the pan with the butter and onion. Add a few drops of milk to the pan and mix together. Leave the mixture for 5 minutes on the stove. After 5 minutes add the milk and a pinch of salt and pepper.

An example of the writing type is provided. Students are asked to identify the grammar structures in the writing.

I. Write the ingredients to make fahfah soup. Tell your friends what ingredients you use.



J. Share your writing with two classmates. Listen and take note of the ingredients.

Hassan	Classmate 1	Classmate 2
vegetables		
some butter		
a pinch of salt and pepper		
an onion		
2 pieces of garlic		
a little milk		

Students will produce their own writing based on the example.

When students share their writing, peers must listen and take notes. A model is provided.

resentation

Language Focus introduces students

Brainstorm activities prepare students to play the game. Students should be able to see the list of brainstormed words or ideas when playing the game.

Class Brainstorm

Make a list of ingredients for a recipe (or dish) that you know.

K. Guess the Dish!

1. Pick a dish you know how to make.
2. Write the list of ingredients.
3. Read the list to a partner.
4. Guess your partner's dish.

My ingredients are...
What dish am I making?

Are you making...?

Each lesson focuses on one game.

Ingredients
 a pinch of salt and pepper
 1 onion
 2 pepper
 a few tomatoes
 a few pieces of garlic
 some spices
 some spaghetti
 a little bit of oil
 some meat



Think-Pair-Share

Think:
 Think of the ingredients in your favorite dish.

Pair:
 Tell the ingredients to a partner. Which is your favorite?

Think, Pair, Share activities require students to use all knowledge of the lesson to orally communicate their ideas. Think, Pair, share is always an oral language activity.

The teacher's guide provides instructional procedures, suggestions for alternate activities, and ideas for adapting lessons to students' instructional or contextual needs.

Each lesson includes similar activities. Below you will find the activity rationale, process, and procedures to use with students.

Theme & Vocabulary Introduction

3 minutes

Rationale:

The large image is used to activate prior knowledge and to introduce the theme or topic of the lesson. The large image is used with the warm-up questions. Often there is vocabulary or text along with the large image; these are used to introduce new words and ideas. The large image is a bridge between what they have learned & what they will learn.

Procedure:

Teacher should allow students to look at the picture. Based on students' levels, the teacher should ask general questions in refresh previously learned vocabulary.

Warm Up Questions

5 minutes

Rationale:

Questions activate students' background knowledge and prepare them to discuss the new theme.

Procedure:

Teacher asks the question to the group.

Students can work in pairs or in small groups. Students should aim to share with a peer prior to sharing with the class or the teacher.

Teacher elicits responses from students and shares with the class.

The guide includes possible student responses.

Vocabulary Introduction

5 minutes

Rationale:

Language learners must be explicitly taught vocabulary. Learners must hear a word 12-15 times before the word is recognizable by memory. After the word is recognizable then they can begin to commit the meaning to memory. During vocabulary introduction, students should read and repeat the vocabulary as often as possible. Vocabulary acquisition helps both teacher and students.

Procedure:

The teacher reads the words and asks students to touch the corresponding picture. Teacher can use the words in a sentence, use realia, miming, actions, give the translation, ask students to repeat, and check for pronunciation. A variety of techniques should be used; these techniques will change based on the content.

Activity A: Listen, Read, & Repeat

10 minutes

Rationale:

Reading introduces students to new vocabulary in context. Passages often expose students to grammar structures that are introduced throughout the lesson. Reading along with the teacher allows students to practice the language and speech patterns of the lesson. Additionally, teachers listen to and correct students' pronunciation of target language and vocabulary.

Procedure:

The teacher reads the text aloud while students listen. Teachers should read at an understandable rate and with clear pronunciation.

Next, the teacher reads the text aloud while students listen and follow along. Teachers may clarify meaning and/or ask questions about the vocabulary.

Finally, the teacher selects students to read. Each student should read 2-3 sentences.

The teacher should ask all students to repeat the bold vocabulary words, paying close attention to pronunciation.

Activity B: Reading Comprehension

7 minutes

Rationale:

The goal of the Reading Comprehension activity is to determine students' comprehension of the theme and vocabulary. Activities are either True and False, multiple choice, or matching. This activity also provides students with reading comprehension practice using English texts. This should not be used as an independent activity nor an assessment.

Procedure:

Students complete the reading comprehension in pairs, groups, or as a class.

Review the answers quickly as a group, paying attention to students' use of vocabulary. Discuss responses and justification as needed to clarify students' misunderstandings.

Activity E: Listening

Dictogloss

10-12 minutes

Rationale:

The goal of a Dictogloss activity is to recreate a heard text by taking notes and combining information within a small group to reconstruct the text in written form. This listening activity requires students to take notes, speak in a group, and listen for missed information. This activity uses all four language skills. The activity should move quickly. Teachers should prioritize listening skills and collaboration over accuracy.

Procedure:

The teacher reads the **preparation statement** and asks a question to activate students' background knowledge and to provide students with the context for the listening passage. Questions may include:

- Who will be speaking?
- What information are we listening for?
- Where do you imagine the speaker is located (in a house, at a café, in the yard)?

C. Listen to the story of Samia. Listen again and take notes. Work with a group to rewrite what you heard.

Samia is a mother of three children. She can't read or write because she left school very young. She tells her daughter how to build a good future.



The teacher reads the passage at least three times at normal speed,

- 1st reading: students just listen, they should not take notes
- 2nd reading: students and take notes
- 3rd reading: students listen and take notes to fill in missed information.

Students work in small groups to create one written recreation of the listening text.

Finally, students check their answers.

- the teacher can read the passage for students to fill in any missing information; or
- teacher can select a student to read their text; the class can comment on missing information/add information to their recreated texts.

Semantic Analysis

10-12 minutes

Rationale:

The goal of a Semantic Analysis activity is to extract specific information from a larger heard text.

Procedure:

The teacher reads the table and asks a question to activate students background knowledge and to provide students with the context of the listening passage. Questions may include:

C. Listen. Put a ✓ to tell about Ali and Asli's healthy or unhealthy habits.

	Eating fish and rice	Drinking water	Eating burgers and fries	Going to be early	Drinking sodas	Walking to school	Going to bed late
Ali							
Asli							

- What information are we listening for?
- What information do we need?

The teacher reads the passage three times at normal speed. Students complete the table by making ticks in the correct box.

- 1st reading: teacher reads the first 1-2 sentences. Demonstrate how to make a tick (✓) in the correct box
- 2nd reading: students tick the boxes based on what they heard
- 3rd reading: students tick the boxes based on what they heard

Finally, students check their answers

- teacher reads again, pausing to say the correct answers OR
- students share their answers in pairs or small groups

Fill in the Gaps

7 minutes

Rationale:

Students must listen and follow along with a written paragraph. This helps students with reading and listening fluency. Students must also listen for specific information.

Procedure:

Teacher reads the passage three times at normal speed. Students have the paragraph to complete in front of them.

Before listening, students look at the table and think about what they are going to listen to.

1st reading: students listen and look at the paragraph.

2nd reading: students listen and start to complete.

3rd reading: students listen and complete.

The teacher reads the paragraph again and students listen and check their answers.

Cross out

7 minutes

Rationale:

This activity requires students to listen for specific information as well as vocabulary.

Procedure:

Before reading the teacher should direct students to look at the pictures or the words and think about what they are going to listen to. This provides students with context before starting the listening activity.

The teacher reads the passage three times at normal speed; students listen and cross out the words or pictures that they hear or see.

Fill in Gaps

7 minutes

Rationale:

This activity requires students to listen for specific information as well as vocabulary.

Procedure:

Before reading the teacher should direct students to look at the words in the box and think about what they are going to listen to. This provides students with context before starting the listening activity.

The teacher reads the passage three times at normal speed; students listen and fill in the gaps with the words that they hear.

Match the Picture

7 minutes

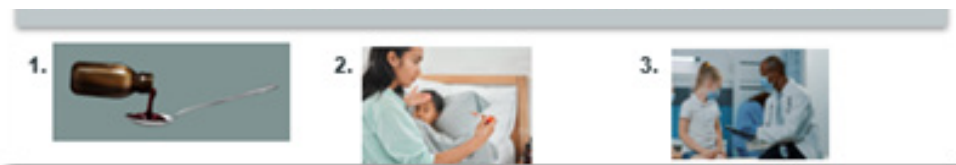
Rationale:

This activity requires students to listen for specific information, to listen for sequencing words, and to match images with taught vocabulary.

Procedure:

Before reading, direct students to look at the pictures. Ask students to make guesses about what they will hear in the passage. The teacher reads the passage three times at normal speed and students listen and look at the pictures.

- 1st reading: students should just listen
- 2nd reading: students should circle the picture which matches the story or number the picture to match the sequence of the story.
- 3rd reading: students should verify their answers with a partner or the class.



Dialogue

10 minutes

Rationale:

Students practice pronunciation, speaking fluency, vocabulary and grammar in context. Each dialogue includes 3-4 speakers. Students should work in a group to practice the dialogue. Students should change speaking roles in order to practice all parts of the dialogue.

Procedure:

The teacher reads the dialogue then lets the students to practice it with their classmates.

- 1st reading: students listen (teacher may choose to ask students to repeat words or phrases to check pronunciation; teacher may also ask questions to ensure students understand the dialogue)
- 2nd reading: teacher selects students to demonstrate for the class.
- 3rd reading: students practice the dialogue in a group. Students should read the dialogue several times with their groupmates, being sure to read different characters' parts.

Make your own Dialogue

10 minutes

Rationale:

Students can choose how to complete the dialogue. Each student's dialogue may be different; this allows them to both show mastery of the grammar and vocabulary while practicing speaking skills. Students practice pronunciation, speaking fluency, vocabulary and grammar in context.

Procedure:

Students use the words in the box or other words they have learned to complete the dialogue. Students can complete the dialogue independently or with a partner. Students should practice the dialogue created by one or both partners with each other. Students should read the dialogue they created at least two times with a partner. If students struggle with the activity, the teacher can create a model dialogue with the class. The teacher may also help students to generate a list of additional words to use.

Activity H: Model Writing

7 minutes

The teacher explains the type of writing. The teacher reads the model paragraph and students listen and complete the activity. Students are exposed to the grammar structures in an a written, connected text.

Activities I & J: Student Writing and Peer Sharing

Rationale:

The writing activity allows students to show their mastery of the lesson’s grammar and vocabulary. This production activity also involves speaking and listening. Students must share their writing with a partner; partners must listen and take notes.

Option1

The teacher writes a model paragraph with the class. As a class, students complete the chart.

Option 2

All students complete the writing activity independently. Students should share their writing by reading aloud with a partner. Students should complete the chart based on their partner’s writing.

Option 3

Some students complete the writing activity independently while others work in a small group with the teacher. Students should complete the chart based on their partner’s writing.

Personal Narrative writing:
Personal Narrative writing is a piece of writing that tells about a person's experiences in the past or plans for the future.

H. Read about Omar's plans. Underline the future tense with will + verb or be going to.

My name is Omar. I have plans for Eid Adha. I will ask my parents for some money. I am going to buy new clothes for Eid Adha. As Eid is a few days away, I am not going to buy clothes from online shops. First, I will go to the Bawadi, Rayan, and Hamoudi malls. Second, I will return home. I will decide which mall has the best clothes and best prices. Two days before Eid, I am going to visit the mall to buy the clothes. I am going to ask for a huge discount because I am a student. I am going to buy a blue shirt, black trousers, and brown shoes. On Eid day, friends and family will come together. We will eat chicken, peas, rice, tomatoes, meat, garlic, potatoes, and more. I am going to prepare a delicious pie. I will wear my new clothes. We will enjoy our time together.

I. Choose a topic below. In your copy book, write a personal narrative about your experience. Be sure to use will + verb and be going to.

Next weekend I will / am going to	For Eid, I will / am going to
play soccer	travel

J. Read your personal narrative to 2 classmates. Listen and take notes about your classmates' experiences

Aden	Classmate 1	Classmate 2
will buy clothes going to Bawadi Mall		

Games

The teacher explains the game and gives clear instructions to the students.

1. Board game

- a. Take turns with a friend.
- b. Toss a coin.
- c. Move according to the instructions
Front (head)= move 1 space
Back (tail) = move 2 spaces
- d. Practice the question in the instruction while playing the game.

2. Spinner game (using a paper clip)

- a. Make groups/pairs
- b. Take turns spinning the paper clip.
- c. When the paper clip stops, ask the question given using information in the box(place) where the paper clip stopped (landed).

Spinner game (using pieces of papers having numbers on them)

- a. Make groups/ pairs.
- b. Put numbers in each box of the spinner.
- c. Cut a small paper in pieces according to the numbers of the boxes.
- d. Write a number on each piece.
- e. Take turns picking a piece of paper
- f. Look at the number on the paper and ask the question given using information in the box (place) having the number of the piece of paper.

3. Flower game

- a. Make groups/pairs.
- b. Students can use the flower in the book to ask and answer questions and/or students make their own flower. They students that make their own flower can write words the from class brainstorm or their own words in each petal of the flower.
- c. Students should take turns asking and answering questions.

4. Survey

- a. Ask a question to your classmates.
- b. Write their responses.
- c. Count the similar responses and put in a table (1st column the responses and the 2nd column the number of times it is answered).
- d. Make a tally mark.

5. Poster

- a. teacher should direct students to look at the example poster in the textbook to set clear expectations for the poster.
- b. teacher should place students in groups of 3-4
- c. students must work together to create the poster using the topic of their choice
- d. students may present their poster to the class or to another group

6. Guessing Game

- a. students can work in pairs or in a small group of 3-4 students
- b. each student should take turn describing the object
- c. students should continue to play until the teacher indicates the time is up

Think Pair Share

Think

The teacher asks the question to a strong student then gives one minute to students to think about.

Pair

One student asks the question and another student answer.

Share

Every pair shares their answers with their class. Students share their partners answers with the class.

Unit 0

Lesson 1: Welcome to Grade 8 English!

In this lesson students will...

- remember and use English I know
- ask for the spelling of a word
- give the meaning of a word

Lesson Presentation in the Student Book on pages 12-17

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. How do you spell your name? it is spelled a-h-m-e-d each student should spell their name
2. How do you spell leçon in English? It spelled l-e-c-o-n
3. What is the meaning of leçon in English? It means lesson in english

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10

Word

Spell

Letter(s)

Pronounce

Chat

communicate

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11

B. Answer the questions.

1. What are they talking about? they are talking about spelling and the meaning of the words.
2. Can you spell the word happy? H-a-p-p-y
3. What does it mean? It means content in French
4. How do you pronounce the word library? L-i-b-r-a-r-y
5. What does it mean? It means bibliothèque in French.

Lesson Practice in the Student Book on pages 14

Language Focus: Asking for Spelling & Meaning

Asking for Spelling and Meaning

How do you spell ... ? That word is spelled ... /It is spelled ...

How do you pronounce/say ... ? It is pronounced...

What does ___ mean in French? That word means ...

C. Match the question with the response. Ask and answer the questions with a partner.

1. How do you spell your name? c a. It is said chair.
2. How do you spell the word trousers? f b. It means chaise in French.
3. How do you pronounce c-u-r-t-a-i-n? d c. My name is spelled K-a-d-r-a.
4. What does that word mean in French? e d. That word is pronounced curtain.
5. How do you say c-h-a-i-r in English? a e. That word means rideau in French.
6. What does that word mean in French? b f. It is spelled t-r-o-u-s-e-r-s.

D. Complete the table. Ask a partner how to spell a word. Ask a partner the meaning of a word.

Word Meaning/translation

Your name

Textbook

Copybook

Chalk

Window

schoolbag

Student's Name

Cahier

Cahier de texte

Craie

Fenêtre

cartable

Lesson Practice in the Student Book on pages 15

Language Focus: Present Simple vs. Present Continuous

regular habits or repeated actions happening in the moment

I watch TV afterschool (everyday). I am watching TV right now.

He (always) walks to school. We are taking the bus today.

E. Dialogue. Read and underline the present simple verbs. Circle present continuous verbs.

Kadra: What do you do on the weekdays?

Hodan: I always go to school. I sometimes go to the library. What do you do during the week?

Kadra: I never miss school. I go every day. I am learning English this year. I must study every day.

Hodan: What are you doing now?

Kadra: Now I am reading a book and you?

Hodan: Now, I am playing a video game with my friends.

Kadra: What are you doing after that?

Hodan: Today, I am going to the shop and you?

Kadra: Today, I am going to the beach.

Hodan: Sounds like fun! I'll see you later.

F. Complete the chart about yourself. Then write at least 5 sentences. Ask and answer questions with a partner.

Always/usually now never

Drink soda

Wow! Do you usually drink soda during class?

I am drinking soda right now!

I never drink soda. How about you?

Buy fast food

Wow! Do you usually buy fast-food?

I am buying fast food right now!

I never buy fast food. How about you?

Watch tv

Wow! Do you usually watch tv?

I am watching tv

I never watch right now! TV. How about you?

Use social media

Wow! Do you usually use social media?

I am using social media right now! I never use social media how about you?

Eat sweets

Wow! Do you usually eat sweets? I am eating

sweets right now! I never eat sweets. How about you?

H. Read the letter. Underline the present simple verbs. Circle present continuous verbs.

Dear Ahmed,

I have many objectives to achieve for this new year school. I want to read more English books and learn more vocabulary. I am focusing on the spelling of the words and their meanings. I have a dictionary. I use it to find the meaning and spelling of words. I am trying to be an expert at spelling the words. I am joining the school English club this year. I am writing articles for the school newspaper. I want to practice my oral communication more and more. I am registering for football afterschool today. Everyone on the team communicates in English. I think this will help me learn to pronounce words more clearly.

Your friend,

Ali

I. Share your writing with a friend. Take notes about what they said.

Class Brainstorm

Make a list of you regular habits and actions.

K. Play with a partner. Flip a coin. Move 1 space for heads. Move 2 spaces for tails. Use the greeting where your marker lands. Your partner should respond.

Do you text your friends often?

I am texting right now/ no, I do not usually text

Unit 1

Lesson 2:

In this lesson students will...

- greet people and respond to greetings.
- introduce myself and other people.

Lesson Presentation in the Student Book on pages 18-19

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. How do you greet your friends? Hi
2. What do you say when you meet someone new? I say hello. I say goodmorning.
3. What are some examples of greetings? They are, good morning. Hello, good evening.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

welcome	introduce	kiss
delight	pleased	cheek
pleasure	shake	hug

kiss on the cheek

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

- 1- Message A is informal greeting. False. Message is informal.
- 2- In message B, the writer is Bilan. True. Iam Bilan.
- 3- In message A Omar welcomes the new friend. True. I just wanted to formally welcome you.
- 5- Bilan and Omar are in the same city. False. (Bilan) welcome you to our new scho

Lesson Practice in the Student Book on pages 19

Language Focus: Formal Greetings: A greeting is simply a way of saying hello to someone. When meeting someone under formal circumstances such as in a business meeting or meeting an important person for the first time, you might use some of these more formal greetings. I used • Good morning • Good evening • It's a pleasure to meet you • Good afternoon • It's nice to meet you

C. Circle the correct answer.

1. Which of the following people should you greet formally?

A- your mother B- your classmate C- your supervisor

2. You are meeting with Dr. James to discuss lab results. Which expression is appropriate?

A- Hey, James! B- Good morning, Dr. James! C- How are you, Mr. James?

3. What do say when you greet your school principle?

A- Hello, Mr. Osman! B- Hi there! C- Hey, Osman

4. We say, 'Pleased to meet you' when we meet someone.

A- in the evening B- when leaving someone C- for the first time

5. We say 'Good afternoon' to our....

A- hairdresser B- mechanic C- all

D. Put the following phrases in either the formal or informal column.

- meeting someone for the first time
- seeing a friend
- hosting an assembly
- giving a speech
- seeing your classmates
- seeing your parents
- seeing your boss
- seeing your teammate
- talking to a bus driver
- talking to a doctor
- visiting your cousin
- seeing your neighbor

formal	informal
hosting an assembly - giving a speech - seeing your boss - talking to a bus driver - talking to a doctor -	seeing your classmates - seeing your parents - seeing your teammate - visiting your cousin - seeing your neighbor -

E. Listen & Respond to the questions.

Script:

Greetings and introductions are the first thing we do when we meet people or someone new, and say goodbye whether in a formal or informal way. These greetings are done in different ways according to the different cultures and also vary depending on the relationship between the two persons or groups involved.

Hello/Good morning/ good afternoon/ good night are formal greetings.

Hi/How are things? / How's it going? Are informal greetings.

Lesson Practice in the Student Book on pages 21

Language Focus: Informal greetings: are greetings between friends and family members and casual acquaintances.

- Hi! - What's up?

- Hi there! - How's everything?

- How's it going? - Morning!

F. Dialogue. Underline the informal greetings.

Abdi: Hey Bilan! How's it going?

Bilan: Hi there Abdi! It's going good. What's up?

Abdi: Not much. How about you?

Bilan: Not too much, either. I'm heading off to soccer practice.

Abdi: Cool! How often do you go to soccer practice?

Bilan: Twice a week. You wanna come sometime?

Abdi: Sure! Maybe next week.

Bilan: Sounds good. Ok, see you later!

Abdi: See ya! Have fun!

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1 : Hi!

Student 2 : Hi there!

Student 1 : How's it going?

Student 2 : Pretty good, thanks! Just going to school.

Student 1 : What's up?

Student 2 : Morning How about you?

Student 1 : How's everything?

Student 2 : Everything's going well. How about you

Lesson Production in the Student Book on pages 22-23.

H. Read the email.

Hello,

I hope you're doing well. We haven't met before, but it's my pleasure to work with you. Let me introduce myself. I'm Sara Hassan in grade eight. I'm delighted to have a great partner with you on this project. I have a huge experience with the project our teachers gave us. And I think you do so as well. I'm so busy these days, but I'm free on weekends. So tell me when you're free, and we will fix an appointment to meet and discuss when/how we do our work. Bear in mind that I'm only free on weekends. Other days, I'm doing some revisions on the tests I'm going to have.

I'm looking forward to hearing you soon.

Take care,

Sara

I. Choose an email below. Write in your copybook.

Listen to a partner's email. Write a quick summary of the email.

Student response will vary.

J. Game. Student can play the game with a group of 2 or 3.

- 1- One student greets another student.
- 2- The other student greets him back.
- 3- One student introduces himself/herself to others.
- 4- Student introduces a friend to another/others.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about a short conversation including a beginning and an ending greeting that you would have if you see your friend at the mall.

Unit 1

Lesson 3:

In this lesson students will...

Interrupt a conversation; new topic .

Lesson Presentation in the Student Book on pages 24-25

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the picture? I see a man and a woman.
2. What is the man doing? He wants to tell something to the woman.
3. What do you think the woman is thinking? She thinks that the man is going to tell some bad news.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

allowed	argue	refuse
permitted	possibility	convince
warning	persuad	

A. Listen, Read, and Repeat.

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Write the answer.

1. Who is planning to go to Djibouti? Hodan is planning to visit to Djibouti during the school break.
2. What is she travelling by? It is permitted for teenagers to she is traveling by boat.
3. How many weeks is Hodan staying in Djibouti? She is staying in Djibouti for a week.
4. How does Bilan feel about Hodan's visit? She is glad about the Hodan's visi

Lesson Practice in the Student Book on pages 26

Language Focus: We use 'can' to express possibility or to question possibilities. We use 'can' to say that someone has permission to do something. We use 'can' and 'can't' to talk about abilities.

- I can play the flute.	- I can't play the trumpet.
-Am I allowed to	Am I allowed to play a guitar in the library?
-Am I permitted to...	Am I permitted to borrow a new book?

C. Fill in the sentences with the words can, are ...permitted, are... allowed,

1. Omar is allowed to play video games after doing his homework.
2. In class, we are not allowed to chew gum.
3. I'm 14 years old am I permitted to drive car ?
4. I'm allowed to go out with my friends late only at weekends.
5. She can speak french but she can't speak chinese.
6. It is not permitted to bring liquids onto the airplane.

D. Match the two parts of the sentences.

- | | |
|------------------------------|--------------------------------------|
| 1. Omar can speak | a. she can go on a trip. |
| 2. They can't go swimming | b. until they finish their homework. |
| 3. After she saves money, | c. to call me tomorrow? |
| 4. They can't go out to play | d. how to dance? |
| 5. Can robots learn | e. four languages. |
| 6. Why can't you promise | f. the pool is closed. |

E. Listen.

Script:

Young man: Hi judges

Judges: Hi young man. What are you going to do?

Young man: I'm going to sing

Judge: Can you little speak up?

Young man: Yes, I'm going to sing a beautiful song. Am I allowed

Judge: May I ask you a question? Can you first tell us your name?

Young man: Yes, my name is Ahmed.

Judge: OK, you can proceed; the stage is yours.

Judge 2: Do you mind telling us the name of the song?

Young man: Yes, the name of the song is 'You are my world?' Am I permitted to start?

judges: Yes, You are allowed to sing

Lesson Practice in the Student Book on pages 27

Language Focus: Could : We use could to show that something is possible, but not certain: We also use could you ... as a polite way of telling or asking someone to do something E.g : They could come by car. (= Maybe they will come by car.) They could be at home. (= Maybe they are at home.)

F. Dialogue. Underline could and circle can Practice the dialogue with a partner.

Aisha: Hi, Aden, could I ask you a favor?

Aden: Of course, Aisha. What is it?

Aisha: Well, I'm having some trouble with my laptop. Can you take a look at it?

Aden: Excuse me, is it yours or do you take it from someone?

Aisha: It's mine. I bought it last year.

Aden: Sure. Am I coming over to your place, or do you want to bring it here?

Aisha: If it's not too much trouble, could you come over? I'm a bit busy.

Aden: No problem at all. Can you give me a brief idea of what's wrong with it?

Aisha: It's acting slow, and sometimes it shuts down unexpectedly. I'm not sure what's going on.

Aden: May I ask a question? It shuts down by itself while you're working on it.

Aisha: Yes, of course.

Aden: Hmm, sounds like it might be a software issue. Can you back up your important files before I try anything?

Aisha: Yes, I've already done that. Thank you so much, Aden. I really appreciate it.

Aden: No worries, Aisha. Helping each other is what friends are for.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Are you allowed to visit my home.

Student 2 : Yes, she is permitted to visit her mother.

Student 1 : But why do you persuade her to see a horror movie.

Student 2 : I didn't refuse her to play a video game with.

Student 1 : Because, she could.

Student 2 : And you ?

-to visit my home	Allow,
-walk with me to the market.	persuade
-go out for a dinner.	permit
-play a video game with me.	have
-go shopping.	could, can
-see a horror movie.	refuse

Lesson Production in the Student Book on pages 28-29.

H. Read the short paragraph Underline could and can; Circle words that show permission (permitted, allowed, ?

I hope this letter finds you well. I've been thinking about what students can do after school. There are some things I'd like to share with you.

First, After school , we can play football. Heading to the stadium for a match can always be exciting. However, it's important, that we are not allowed argue while playing. We can enjoying the game without any conflicts. Fighting is definitely not permitted. We can play from 4:00 to 6:00.

Watching TV is another option. Some could enjoy watching football matches, while others might prefer movies. Supporting different teams adds to the excitement, but the simultaneous shouts after a goal can be deafening, and it's not permitted.

Helping our parents with household chores is also good thing. Cooking, washing dishes, cleaning, and taking out the trash are important tasks. we are not allowed to sit idle. Unfortunately, some boys could refuse to help, arguing that it's women's work. We should challenge these awful old traditional thought.

Lastly, reading books can be a great way to explore our interests and gain knowledge. It's essential for personal growth.

In conclusion, let's make the most of our time after school by playing football, watching TV, helping our parents, and reading books.

I. Match the two parts of the sentences.

- | | | |
|--|---|--|
| 1. You can interrupt | → | A. as short as possible so that a conversation is not derailed by the interruption |
| 2. You have to keep in mind that interruptions | → | B. can be rude. |
| 3. You should also keep your interruptions | → | C. the speaker in a polite way. |
| 4. But, sometimes it | → | D. should generally be accompanied either an apology or permission-seeking |

J. Game. 2/3 students play the game.

Follow the procedure for the game in the Teacher's Guide on page 16.

1. student asks question by using can use can and could in request, ability, permission, and possibility.
2. the other student answer the questions.
3. in this students take turns.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about why do we interrupt people.

Unit 1

Lesson 4:

In this lesson students will...

Check on meaning ; restating what has been said.

Lesson Presentation in the Student Book on pages 30-31

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

What do you see in the picture? I see two men.

2. Where are they ? They are in a room.
3. What did he say? He said 'the teacher said that he helped many students.'

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Answer the questions.

1. Who writes the email ? Omar writes the email.
2. To who she/he writes the email ? He writes to Bilan.
3. Did Omar understand what is in the email ? Yes, he understood it after reading it twice
4. What didn't Omar understand ? He didn't understand 'the time will explain'.
5. What is Omar requesting from Bilan ? He is requesting from Bilan sufficient explanation

Lesson Practice in the Student Book on pages 32

Language Focus: Indirect speech is the form of speech used to convey what was said by someone at some point of time. Normally, the tense in reported speech is one tense back in time from the tense in direct speech:

Ex : She said that she _____ tired. (be) She said that she was tired
She said, «I _____ a friend to the party.» (may bring) = She said that she might bring a friend to the party. Add note in teachers guide' to review might if needed

C. Read the sentences and put the verbs in the brackets into reported speech.

1. I said to him, «The film begins at seven o'clock. » He said that the film begins at seven o'clock.
2. He mentioned to her « I worked in a bank » He mentioned that he worked in a bank
3. She asked her mother "She can't do it without my help.» She requested that she can't do without my help.
4. He repeated to me «He will lend me the money.» He assured that he will lend me the money.
5. He told his friend «The meeting may start early. » He informed his friend that the meeting may start early.
6. She whispered to me « I am talking on the phone » She murmured that that she is talking on the phone.

D. Rewrite the jumbling words into the indirect speech.

1. Me/ playing/that/she told/was /a video games. She told that she was playing a video games.
2. She /to the store/Sarah/going/ said/ that /was 2. Sarah said that she was going to the store.
3. exclaimed/a beautiful day/was/it/Aisha/that 3. Aisha exclaimed that it was a beautiful day.
4. the lights/Mom/please/told/turn off/ me /to. 4. Mom told me to turn off the lights.
5. Hassan/me/said/the library/he/ that/ would/ meet/ at. 5. Hassan said that he would meet me at the library.
6. Mary /going to/announced /they/that/the next day/ were/ the beach. 6. Mary announced that

E. Dictogloss.

Script:

Bilan: Hi, I met Sarah yesterday.

Omar : Oh, really? What did she say?

Bilan : She told me she is planning a trip to Paris.

Bilan : That's exciting! When is she going?

Omar: She said that she is leaving next month.

Bilan: Did she mention who she is going with?

Omar: Yes, she said that she is going with her sister.

Bilan: Nice! I hope they have a great time.

Omar: She also mentioned that they're going to visit the Eiffel Tower.

Bilan: That sounds amazing. Tell her I said have a wonderful trip

Lesson Practice in the Student Book on pages 33

May/Might : We use may, or might to say that something is possible, but not certain in the present or future	They may not come by car.
They may come by car. (= Maybe they will come by car.)	Students may not wear jeans
Students may wear jeans.	They might not be at home.
They might be at home. (= Maybe they are at home.)	It looks nice, but it might not be very expensive.
It looks nice, but it might be very expensive.	

F. Read the dialogue. Then circle may/might. Underline reported speech.

Amina: Hey, Osman, do you think we'll have a picnic this weekend?

Osman: Well, it's hard to say. The weather forecast suggests it may rain on Saturday.

Amina: Oh no, that's not good. The weatherman said that the rain might hold off until the evening. What do you think?

Osman: True, the forecast isn't certain. We may get lucky and have a dry afternoon, or it might rain earlier than expected.

Amina: Hmm, I guess we'll have to keep an eye on the weather updates. If the weatherman said 'it stays dry', we may still have a chance for that picnic.

Osman: Agreed. We might want to have a backup plan just in case the weather doesn't cooperate.

Amina: Good point. Let's finalize our plans on Friday when we have a better idea of what the weather may or might do.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Can you repeat that ? What did he say?

Student 2: He said that he might invite a friend for dinner.

Student 1: What about you? What did you say ?

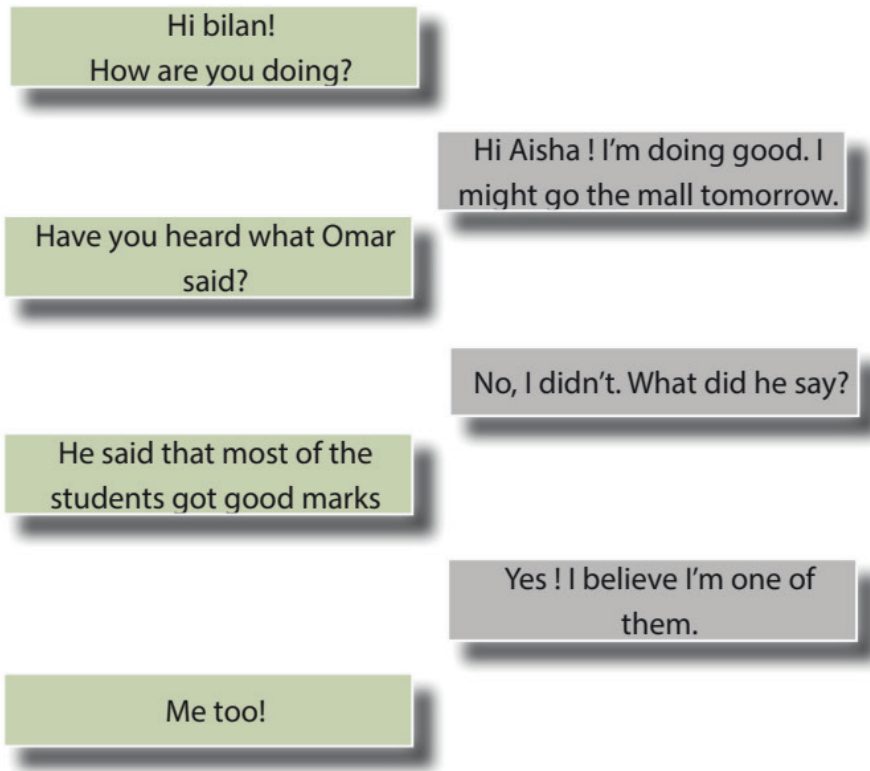
Student 2: I mentioned that I may have a picnic. And our friend ? What did they say?

Student 1: They told me that they might finish their homework. What did she say?

Student 2: She mentioned that she may go to the shopping mall.

Lesson Production in the Student Book on pages 34-35.

H. Read the direct message.



Hi bilan!
How are you doing?

Hi Aisha ! I'm doing good. I might go the mall tomorrow.

Have you heard what Omar said?

No, I didn't. What did he say?

He said that most of the students got good marks

Yes ! I believe I'm one of them.

Me too!

I. Choose one topic below and write a direct message to your friend. Also choose a platform (Facebook, , WhatsApp, Instagram.

Student response will vary.

Watching a football match

Go out for dinner

See a new movie

J. Game: Play the Game in groupe3. Flip a coin. Move 1 space for heads. 2 spaces for tails ask the question where your piece land. One student reads the words in the box? the next students asks « what did he say?»; a third student uses indirect reported speech

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about your home. Remember what a famous singer said.

Unit 2

Lesson 5: Personal Feelings

In this lesson, students will...

Describe feelings

Pay compliments; criticize and complain

Lesson Presentation in the Student Book on pages 36-37

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

What do you see in the big picture? I see a school, schoolyard, students

How do you feel when you meet your friends? I feel happy, excited, etc.

How would you feel if someone bumped into you? I would feel angry, upset, etc.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10

excited

relaxed

stressed

anxious

bored

confused

upset

tired

confident

frustrated

delighted

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 11

B. Read the paragraph and answer the questions

How is Kamil? Kamil is tired.

How is Hassan feeling? Hassan looks anxious.

Why is Kamil tired? He is studying for the exam now. It is 11:30 pm. It is late.

Why is Hassan anxious? There are some difficult points that he can't understand.

Lesson Practice in the Student Book on pages 38

Language Focus: Modals

Subject + looks/feels/is + adjective, subject + must/should

Samia looks excited, she must be happy. / Hassan looks anxious. He should ask for help

C. Complete the sentences with the correct adjective

Fatouma looks tired she must take a rest.

There is a dog at the gate. Mahad looks scared he should stay away.

I have an exam tomorrow. I feel stressed, I must study.

Ismael feels confident, he should do well on the exam.

Samia looks confused, she should ask for help.

Abdi seems angry, he should take a break

D. Match the sentences in column A with the sentences in column B.

Asma looks angry, (f) he must calm down.

Omar is worried, (c) he should take a break.

Saida seems excited, (b) she must be happy

Kassim looks bored, (e) he should play a game or listen to music.

Kadra feels stressed, (d) she should practice yoga.

Bilan seems anxious, (a) she must ask for ask.

E. Who is who? Listen to the dialogues and tick (✓) the correct name.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 7.

Fatouma: How are you feeling? You look worried.

Asli: Yes, I am feeling worried. My son is very sick.

Fatouma: Oh! I am so sorry to hear that. I hope he gets better soon.

Asli: Thanks. How are you feeling?

Fatouma: I am feeling very tired because I worked overtime last night.

Who...	Fatouma	Asli
Looks worried?		✓
Seems tired?	✓	
Feels sorry?	✓	
Feels stressed?		✓

Language Focus: Modals

Subject + looks/feels/is + adjective, subject + must not /should not

Kamil is tired. He shouldn't keep on studying.

Soumeiya feels anxious. She mustn't drink coffee.

Dialogue. Read and underline phrases with seems, looks, feels, & is.

Follow the procedure for Dialogue in the Teacher's Guide on page 14.

Mahamoud: You look fit, you must be athletic.

Abdul Karim: Ah, yes. I like sports. I exercise every day. What about you? **Mahamoud:** I feel frustrated with exercise, I must not get discouraged.

Abdul Karim: Oh no. You seem upset, but you shouldn't be. Exercising each day is a challenge.

Mahamoud: I feel bored when I exercise, what should I do?

Abdul Karim: If you feel bored, you must make it more challenging. **Mahamoud:** You're right. When I am bored and tired, I shouldn't quit. **Abdul Karim:** You seem strong, you must not give up!

Mahamoud: Thank you for the advice, my friend.

G. Make your own dialogue. Use the words in the box. Practice with a partner.

Follow the procedure for Make Your Own Dialogue in the Teacher's Guide on page 14.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: You look **tired**.

Student 2: Ah yes. I am **tired**, I should **take a nap**.

Student 1: **hey, you** seem **delighted. What is new?**

Student 2: You're right. I am **delighted**, I must **show you my new bike that I bought yesterday**.

Student 1: **you** are **bored. What is wrong?**

Student 2: I am **bored**, I should **listen to music**.

H. Read and underline phrases with seems, looks, feels, & is.

Dear parents,

The students will have a maths exam next week. Ali seems nervous, he must review the concepts at home. When he feels confused, he should ask for help. Each day, Ali looks excited to see his friends, but he must stay focused on the teacher. Sometimes he talks with his friends too much during class. Somedays he looks tired, he must get enough sleep before school. He even fell asleep during the lesson yesterday. I am certain he will get a good score on the exam, if he studies the concepts.

Best,

Mr. Youssouf

I. Select a topic below. Write a small note to a friend. Give your opinion

Student response will vary. Please see the anticipated student response.

Karim –

Our team has a soccer match this weekend. I watched the opposing team practice today. The team seems confident, we should practice more. Their goalie is anxious, we should try to win with offense. Our team seems strong, we should talk to the coach.

-Abdul

Class Brainstorm

Make a list of emotions use the emotion describing adjectives.

J. Spin! Use the words on the spinner to make an observation about how your partners feels.

Follow the procedure for Spinner Game in the Teacher's Guide on page 16.

Spinner game (using a paper clip)

Make groups/pairs

Take turns spinning the paper clip.

When the paper clip stops, make an observation about how your partner feels.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: think about a celebration you attended. I attended my cousin's wedding, I felt happy to sing, dance and see all my relatives.

Pair: Share your feelings with your partner Share with the class what your partner said.

Unit 2

Lesson 6: Expressing Opinions

In this lesson, students will...

- express my opinions
- ask about others' opinions

Lesson Presentation in the Student Book on pages 42-43

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the big picture?
2. What are social media accounts used for? They are used to interact with family and friends
3. Do you have social media accounts? Yes, I do. I have a Facebook account.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10

perspective

thought

point of view

I think

opinion

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 11

B. Read the paragraph and answer the questions

1. What does Samia do? She is a grade 8 student.
2. Do all students in her school use social media? No, they don't.
3. How can social media help students learn English? It enables students to create spaces of collaborative learning. Moreover, it helps them learn and improve their English.
4. Which social media outlets do you use to learn new things? to connect with people? Answers vary.

Lesson Practice in the Student Book on pages 44-45

Language Focus: Expressing Opinions

I think + gerund; I feel + like/that; In my opinion + gerund; I believe; My thoughts are that; From my perspective + gerund or noun phrase; From my point of view + gerund or noun phrase.

C. Match the two parts of the sentences.

I think bullying is (c) a problem for students in school these days.

In my opinion, fast food is (d) not good for our health.

From my perspective, video games are (e) a source of entertainment and learning.

I believe online shopping (f) saves us time and energy.

From my point of view, learning English is (b) more challenging than French or Arabic.

My thoughts are that homework (a) helps students practice what they have learned.

D. Unscramble the sentences. Ask & answer the questions with a partner.

1. I believe watching TV is a waste of time. /Do you believe watching TV is a waste of time?
2. In my opinion family is important for everyone. /Is family important for everyone?
3. From my perspective sports contribute to our healthy life. / Do sports contribute to a healthy life?
4. From my point of view handguns cause too much crime./ Do handguns cause too much crime?
5. My thoughts are that junk food endangers our health./ Does junk food endanger our health?
6. I feel that social media is harmful to teenagers./ Is social media harmful to teenagers?

E. Listen. Place a checkmark to show each person's opinion. Write the phrase they use.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 12.

My name is Salah. From my point of view, Fast food can be dangerous to your health because it has a lot of calories, and it gets digested quite quickly. The only time you can eat fast food is when you're in a rush to work, school or any other situation. In general, fast food can be dangerous.

My name is Moustapha. In my opinion, Fast food is very convenient while traveling. While traveling, you will not have time to prepare food for yourself, so you might as well grab some fast food. You will not only skip cooking, but you'll also escape having to clean the dishes afterward.

My name is Asma. In my few, Fast food is a speedy way to eat. Many fast-food restaurants provide food in a few minutes. Fast food is a good option if you are in a hurry, don't have time to prepare, and want to eat quickly.

My name is Fatouma. I believe, most fast-food restaurants prefer to focus on serving pleasant food at a fair price. For instance, the bulk of fast-food items are high in fats and calories but poor in the vitamins and minerals your body truly needs. Therefore, avoid eating fast food in favor of healthier options.

	Phrase	Positive	Negative
Salah	dangerous for our health		√
Asma	speedy way to eat	√	
Fatouma	avoid eating fast food		√
Moustapha	very convenient while traveling	√	

Language Focus: Asking about Other's Opinions

Language Focus: Asking about Other's Opinions

What do you think/feel about...? What is your opinion about...?

What do you believe about...? What are your thoughts about ...?

What is your perspective on...? What is your point of view about...?

F. Dialogue. Read and underline phrases that express opinion.

Follow the procedure for Dialogue in the Teacher's Guide on page 14

Karim: Hello Osman, would you like to play video games with me after school?

Osman: I would like to, but I have homework to do.

Karim: Homework! I feel that homework is very stressful for students.

Osman: Really? Why do you think that?

Karim: From my perspective, we study all day long at school. We don't need extra work. What is your opinion about homework?

Osman: My thoughts are that homework helps students develop study habits and independent learning. Perhaps homework should be optional.

Karim: Wow! What about the exams? What are your thoughts about exams?

Osman: Well, I feel that exams are a good way to show students and teachers what has been learned.

Karim: Hmm. When I become a teacher, I might have different opinions. For now, I feel that homework and exams are not helpful.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Follow the procedure for Make Your Own Dialogue in the Teacher's Guide on page 14.

Student 1: What is your opinion about bullying?

Student 2: I think bullying is a problem. And you?

Student 1: I believe that bullying makes students hate school.

Student 2: What are your thoughts about social media?

Student 1: I think social media is waste of time. What do you think about it?

Student 2: in my opinion, it is a good and it helps people communicate.

Student 1: What is your perspective about online shopping?

Student 2: from my perspective, it is easy and relaxing. What are your feelings?

Student1: I believe that it is bad. I like to touch things before I buy them.

H. Read and underline the phrases that express opinion.

Dear parents,

Cell phones are important for people, but in my opinion, they cause lots of problems for the students and teachers in the classroom. From my perspective, students are using their phones during class to play games, message each other, and use social media. This distracts students from the lessons. When students are distracted, they will not learn the lesson's content and they will do poorly on the exam. From my point of view, cell phones are a problem at our school. The school administration decided to prohibit the use of phones in school. Students may bring their phones to school, but may not use them in the classroom. What do you think about this?

Mrs. Ifrah

I. Choose a topic below. Write your opinion about the topic.

Student response will vary. Please see the anticipated student response.

I love video games. In my opinion, video games are so much fun and a great way to relax and have a good time. I think video games teach everyone to learn how to make good decisions quickly. They are challenging and interesting. Do you enjoy video games too?

Class Brainstorm

Make a list of hobbies or activities.

Spin! Ask a partner's opinion on the topic. Share your opinion too

Follow the procedure for Spinner Game in the Teacher's Guide on page 16.

Spinner game (using a paper clip)

Make groups/pairs

Take turns spinning the paper clip.

When the paper clip stops, ask your partner his/her opinion about the topic.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: think about a hobby or activity that you enjoy. In my opinion, reading is a very interesting hobby. I enjoy it a lot.

Pair: Share your opinion with your partner Share with the class what your partner said.

Unit 2

Lesson 7:

In this lesson, students will...

- share personal experiences with others
- use adverbs to add details to my story

Lesson Presentation in the Student Book on pages 48-49

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Where did you go to primary school? I went to Balbala 1 primary school.
2. What was your favorite subject? My favorite subject was French.
3. What activities did you do regularly? I played soccer with my classmates regularly.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10

daily	extremely	easily
regularly	seriously	slowly
surprisingly	excitedly	quickly
happily	weakly	comfortably
angrily	frighteningly	poorly

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read, and Repeat in the Teacher's Guide on page 11

B. Read the paragraph and answer the questions

1. What country did the narrator visit? The narrator visited India.
2. What was the miscommunication between the narrator and the server? The server shook his head to indicate "yes" but the narrator thought he meant "No"
3. What does a head shake mean in India? shaking head indicates "Yes."

Lesson Practice in the Student Book on pages 50

Language Focus: Asking questions about a past action

who, what, where, when, why, how + was/were

who, what, where, when, why, how + did

C. Use the past tense verbs to complete the sentences.

1. It was warm yesterday, so I took off my coat.
2. The film was not very good. I left before it finished.
3. Ali had much free time yesterday, so he played soccer.
4. Mouna was tired so she slept for several hours.
5. My father drove me to school this morning.
6. Kamil forgot to do his homework last night.

D. Complete the dialogue with the correct question words and verb tense. Practice the dialogues with a partner.

1. A: where did you go last Friday?

B: I went to the beach.

2. A: when did he start primary school.

B: he started primary school in 2016.

3. A: how did she sing at the class party?

B: she sang beautifully.

4. A: how did they go to the beach?

B: they took a bus.

5. A: what did you do last night?

B: I saw a movie at the cinema.

6. A: why didn't we have a picnic?

B: we did not have a picnic because it was raining.

E. Listen. Place a check mark to show each person's experience.

Follow the procedure for Semantic Analysis in the Teacher's Guide on page 12.

On her first day in Micronesia, Lisa thought people were ignoring her requests. The day was hot, and she needed a cold drink. She went into a store and asked "Do you have cold drinks?" the woman there didn't say anything. Lisa gave up and left the store. She later learned that the woman had answered her: she had raised her eyebrows, which in Micronesia means "yes."

Experience	shopkeeper	Lisa
People were ignoring her.		√
Needed a cold drink		
Did not say anything?		
Left the store?		
Raised her eyebrows?		

Lesson Practice in the Student Book on pages 51

Language Focus: Forming Adverbs

We can add -ly or -ily to adjectives to make them adverbs.

Happy – happily; weak – weakly

Excited – excitedly; surprising - surprisingly

F. Dialogue. Read and underline the adverbs. Circle the simple past verbs.

Follow the procedure for Dialogue in the Teacher's Guide on page 14

Fatouma: Did you play golf this weekend? **Ali:** Yes, I did!

Fatouma: Where did you play? How did you play?

Ali: I played at the Douda Golf Course. I played terribly. Ha ha!

Fatouma: The Douda Golf Course is nice. Why did you play terribly?

Ali: I went in the afternoon. The weather was dangerously hot.

Fatouma: Oh no! Did you enjoy yourself?

Ali: I had an extremely good time. I played with an old friend. We used to play weekly.

Fatouma: Oh, you played golf regularly?

Ali: Yes! The scores were terribly, but surprisingly we laughed a lot and had a good time.

G. Use the words in the box to make your own dialogue. Practice with a partner

Follow the procedure for Make Your Own Dialogue in the Teacher's Guide on page 14.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Did you ride the bus last weekend?

Student 2: Yes, I rode the bus

Student 1: How did it go?

Student 2: The bus went slowly. What did you do?

Student 1: I rode a bike in downtown.

Student 2: How did it go?

Student 1: I rode it frighteningly because there were lots of buses in the street. What else did you do?

Student 2: I saw a movie with my brother.

Student 2: How did it go?

Student 1: we were at home eating popcorn and we watched the movie comfortably.

H. Read and underline the adverbs. Circle the simple past verbs (for the purposes of the teacher's guide, answers have been bolded).

Last weekend, I traveled to Randa with my father to visit my uncle. The road was rough. The car moved bouncily on the rocks. I was scared of having an accident. I fastened my seat belt tightly. We reached our destination safely. I was delighted to see Day Forest. In the morning, the weather was nice. My cousins

and I played different games and sang songs happily. Everyone was amused. In the evening, we made a small fire and gathered around it. My father and uncle told us stories as we sat closely together. We listened to the stories blissfully and felt joyful about the reunion. The stars shined brightly. It was one of the most beautiful views I had ever seen. The next morning, my father and I said goodbye emotionally.

I. Choose a topic below. Write a personal narrative. Be sure to include adverbs!

Student response will vary. Please see the anticipated student response

When I was 9 years old, my father bought me a bike. I was so excited! That I jumped up happily. I tried to learn quickly how to ride my new bicycle on my own, but I kept falling many times repeatedly. I became disappointed. Then my father said he could help me learn. We went to a nearby park together. My father patiently explained to me how to ride my bike. He encouraged me a lot and told me not to be afraid. I practiced it continuously, and after one hour, I was able to stay on the bike and ride it all the way across the park!

Class Brainstorm

Make a list of activities you do during the weekdays and weekends.

Spin! Ask about a partner's experience. Use the adverbs in the box.

Follow the procedure for Spinner Game in the Teacher's Guide on page 16.

Spinner game (using a paper clip)

Make groups/pairs

Take turns spinning the paper clip.

When the paper clip stops, Ask about a partner's experience.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: Think of a funny, sad, or joyful experience. I attended my cousin's wedding, I felt happy to sing emotionally, dance joyfully and see all my relatives.

Pair: Share your experience with your partner Share with the class what your partner said

Unit 3

Lesson 8: Professional Skills

In this lesson students will...

List professional skills needed for a certain job
describe someone's personal characteristics

Lesson Presentation in the Student Book on pages 54-55

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

What do you see in the big picture? I see a teacher, two students, science materials, etc.

What are the teacher and students doing? The teacher is doing an experiment and the students are observing/looking at him ...

Where are the students and teacher? They are in the laboratory/ science room

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

communication	instruction	register
research	competence	teamwork

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. Moussa is a novice teacher. False, Moussa is an experienced teacher
2. He knows how to use a computer. True, He is also competent using technology
3. His colleagues are friendly and caring to the students. False, Moussa is someone who is friendly and caring.
4. He got a certificate of completion in class. False, he got a worthy certificate of completion for his attendance

Lesson Practice in the Student Book on pages 56

Language Focus: Complex Noun Phrases

___ is someone who is + personal characteristic

Ali is someone who is caring.

___ is a person who is/has + professional skills

She is a person who has a degree.

C. Complete the sentences. Ask and answer the questions with a partner.

1. A babysitter is someone who is nice and cares for children.
2. A pilot is person who is courageous and flies planes.
3. A veterinarian is someone who is kind and cares for animals.
4. A builder is a person who is active and builds houses.
5. A barber is someone who is friendly and cuts hair.
6. A doctor is a person who is careful and helps sick people.

D. Fill in the blanks using the wordbox.

1. She is a person who is energetic and works hard at school.
2. A butcher is someone who is careful and cuts meat.
3. A banker is a person who is honest and keeps money.
4. A soldier is someone who is brave and protects the country.
5. My mother is a person who is sociable and guides everyone.
6. A florist is someone who is artistic and arranges flowers.

E. Listen & Respond to the questions.

Script:

Professionals have different skills. A (1) firefighter is someone who is courageous and (2) extinguishes fires. Someone who has a job in sports is an (3) athlete. He is always (4) competitive and exercises. We have (5) musician at the opera house. He is a person who is (6) creative and performs music. When kids come back home, they sometimes give a gift to the (7) bus driver and the driver is someone who is usually (8) careful and drives a school bus. In the community we respect a lot a (9) school director because he is someone who is organized and (10) leads the school.

Lesson Practice in the Student Book on pages 57

Language Focus: Complex Noun Phrases

___ is someone who is not + personal characteristic

Ali is someone who is not caring.

___ is a person who is not / doesn't have + professional skills
have a degree.

She is a person who doesn't

F. Dialogue. Read and underline words that show skills and characteristics..

Osman: Hi Omar! You seem serious. You must be thinking. What are you thinking about?

Omar: Today I am thinking about my future job.

Oubah: What is your dream job and the qualifications you will need for it?

Omar: I want to become a lawyer. A lawyer is someone who is fair and passionate and defends people in court.

Oubah: Great! I'm hoping to be a dentist. A dentist is a person who is kind and treats dental problems. A dentist isn't someone who is scared of blood.

Osman: As for me, I want to become a soldier. A soldier is a person who is courageous and protects the country and people. A soldier isn't someone who is inactive.

Omar: That's wonderful! Assia told me recently that she wants to become a translator. Do you have any ideas about the qualifications for that job?

Oubah: Yes, I think a translator is someone who is very educated and speaks different languages with people.

Osman: We speak many languages. We are also friendly and like to help others. Maybe we could get this job in the future, too.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What job would you like to have in the future?

Student 2: I am a person who is multilingual and helps others.

I could be a teacher.

Student 1: That's true. I am a person who is curious and writes well.

Student 2: You could be a journalist.

Student 1: I am also someone who is helpful and caring.

I could be a doctor.

Student 1: Yes, that's right. I am also someone who is creative and paints & draws.

Student 2: You could be a/an artist.

Teaching Tip:

Solicit information from students to write a biography with whole class or a small group of students that need additional support. They can choose one career from the table. Model asking and answering questions using activity H and/or the biography you wrote with the class.

Lesson Production in the Student Book on pages 58-59.

H. Read and underline words that shows skills and characteristics.

Moussa is a famous carpenter in Djibouti city. Moussa went to a technical school and was successful in his studies. He was passionate and shaped different woods in classes. He was good at school and has got a degree of carpentry. Once Moussa got an award because he was creative. Moussa worked for different places. After a couple of years Moussa owns a woodwork shop and became a carpenter. A carpenter is someone who is artistic and designs wood. Moussa is also helpful and trains and inspires young people how to work with the wood. He is very sociable with people. He is also someone who is energetic and makes house furniture prettily. Moussa is friendly and uses new technology to communicate with his clients.

I. Imagine you are person who has one of the careers below. Write your biography.

Student response will vary.

A model of student's writing

Ahmed is a famous nurse in my city. Ahmed finished school but did not go to university. He went to medical school and was successful in his studies. He was keen on learning and studied well for all the subjects. He was good at school and has got a degree of nursing. One time Ahmed got a certificate because he got very good result. Ahmed worked in some private and public hospitals. He got many experiences and friendly colleagues. A nurse is someone who is caring and helps sick people. Ahmed is also helpful and guides young learners how to be a competent nurse. He is very sociable with people. He is also someone who is active and responsible in the community. Ahmed is sociable and works with association to improve the condition of people.

J. Use a Survey

Use the survey to ask your classmates important questions about different professional qualifications. Follow the procedure for the use of a survey in the Teacher's Guide on page 16.

1. Make a survey in your copybook.
2. Ask your classmate to think of their dream career.
3. Ask your classmate about the qualifications.
3. Make a tally mark to count the responses.
4. Share the responses with the class.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: What did you learn about your classmate's dream career?

Pair: Discuss what you learned.

Share: Share with the class what your partner said.

Unit 3

Lesson 9: Professional Qualifications

In this lesson students will...

identify professional qualifications

use possessive and double possessives

Lesson Presentation in the Student Book on pages 60-61

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in this picture? I see a man, some people, some professionals, a small tree, a white board, etc.
2. What is the standing man doing? He is speaking to the people. He is giving training. He is explaining..... Etc.
3. Where are they? They are in a room. They are in a training room. They are at the office....etc.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

certeficate	CV/Resume	training
apply for	Employment	networ

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. People need to apply to find a job. True, I am willing to apply for a new job
2. An interview takes places after you apply for a job. False, I will tell them about my skills during the interview.
3. Networking is connecting with other employees. True, She learned to work with a team and to network
4. Amina received a certificate after she completed a training course. True, I improved my competence of technology and I received a certificate.

Lesson Practice in the Student Book on pages 62

Language Focus: Possessives

We use the apostrophe to show possession.

Amina has a coworker named Khalil. Khalil is Amina's colleague.

The universities offer courses in science. The universities' science courses are challenging.

C. Match the sentences. Circle the possessives (for the purposes of the teacher's guide, answers have been bolded).

1. My father's job is e. a mechanic in the city.
2. The students' certificates c. will be given at the end of the course.
3. Khalil's objective for the meeting b. was to network and meet other employees
4. The businesses' are looking f. for someone who has computer skills.
5. The teacher's explanation a. was clear and easy to understand.
6. All of the jobs' requirements d. include university degrees.

Teaching Tip:

The possessive form is used with nouns referring to people, animals and countries not with common nouns or objects

D. Fill in the blanks with the correct possessive.

1. The students' uniforms are very beautiful.
2. My mother's degree is in engineering.
3. Amina's certificate is from a training course.
4. I had an interview at Bilal's office.
5. Our neighbor's experience as a mechanic is exceptional.
6. The employees' time is well managed.

E. Listen. Make a ✓ to show where each person would live.

Script:

Sougueh is a new employee at work and likes his (1) team's projects. He has a (2) master's degree in computer science and shares his knowledge with the group. He is communicative and is multilingual. His partners admire (3) Sougueh's leadership skills and see him as an example. He sometimes follows his (4) colleagues' advice to improve his professional skills. Every weekend he goes to his (5) friends' house. There he teaches his (6) family's children computer skills.

Lesson Practice in the Student Book on pages 63

Language Focus: Double Possessives

.Another way to indicate possession is to use possessive pronouns

I - mine

it - its

you - yours

we - ours

her/his hers/his

they - theirs

F. Dialogue. Read and underline the words or punctuation that shows possession.

Safa and Said are talking about different professionals' qualifications.

Safa : My mother is a nurse. Every day a close friend of hers always drives to work.

Said: She has an inspiring job. What are your mother's qualifications?

Safa: She has a medical degree and several certifications. She is also very kind. One time a patient of hers brought her a gift.

Safa: The hospital requirements include a degree, certifications, and proficiency in English.

Said: Wow! A friend of mine wants to be a doctor. That dream is not mine though.

Said: Oh, what is yours?

Safa: Mine is to be an engineer. My cousin's friend is an engineer. He told me all about it.

Said: Wow! What are their qualifications?

Safa: They have a degree from the University of Djibouti. There is not a university better than ours.

Said: I will remember that. I don't know my dream career yet, but I'd like to hear more about yours.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Hello. A friend of yours forgot their backpack.

Student 2: Hmm. This backpack is hers. What does theirs look like?

Student 1: mine is blue with stripes on it.

Student 2: I have not seen his backpack.

Student 1: Another friend of his lost a jacket.

Student 2: Well this jacket is theirs. What does yours look like?

Student 1: ours is red and has long sleeves.

Student 2: My apologies, I have not seen yours jacket.

Lesson Production in the Student Book on pages 64-65.

H. Read and underline the words or punctuation that shows possession.

My name is Aden. I attended school until elementary. My family's dream was for me to become a mechanic. My dream was different from theirs. I started working at early age. I liked cutting my friends' hair. Eventually, I attended courses and received a certificate. I worked in my cousin's barber shop. But my dreams were different than his dreams. I wanted to own a barber shop not just work at one. My skills helped me open a barber shop of my own. Now I am a famous hairdresser. My cuts attracts a lot of attention. Customers of

Teaching Tip:

Solicit information from students to write an autobiography with whole class or a small group of students that need additional support. They can choose one profession from the given prompt ideas. Model taking notes using activity H and/or the biography you wrote with the class.

mine always get compliments. Friends of theirs ask for the name of my shop when they see a customer's new haircut. My job is very exciting because my customer's conversations are entertaining.

I. & J. Choose one of the profession in the table. Imagine you are that person. Write an autobiography of their life and career. Share your writing with a partner.

Student response will vary.

A model of student's writing

Anticipated student response:

My name is Hawa. I went to school and finished my studies at the university. After one year I began to learn teaching of English language at the training center of new teachers. My family's dream was big and they want me to become a doctor. But my dream was different from theirs. I would like to do the job of my passion. I liked teaching and helping young people. I always attended trainings to improve my teaching career. I worked many primary schools and met friendly colleagues. A colleague of mine said I explained lessons attractively. My skills were great and I wanted to start a night school for poor people in my city. I am an active and reliable teacher. My lessons attract a lot of students. Parents of theirs always send greetings and congratulations. My job is inspiring because my teaching's methods are very important and interactive.

J. Use a Survey

Use the survey to ask your classmates about the signs and notices they have seen.

Follow the procedure for the use of a survey in the Teacher's Guide on page 16.

1. Make a survey in your copybook.
2. Ask a classmate about their characteristics and skills
3. Make a tally mark to count the responses.
4. Share the responses with the class.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: What jobs would you like to have? What skills do you need?

Pair: Tell a partner about the skills you need.

Share: Share with the class what your partner said.

Unit 3

Lesson 10: My Dream Job

In this lesson students will...

discuss my skills and characteristics

tell about my dream job

Lesson Presentation in the Student Book on pages 66-67

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you notice in the big picture? Student answers will vary. I notice/see a woman. She is drawing a picture. I see materials of clothing/sewing. I notice a sewing machine/ laptop/ruler/ scissors/ pieces of clothes on the table
2. Where is she working? She is working at fashion design shop/store
3. Does this career interest you? Student answers will vary.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

achievement

success

project

leader

alone

with a team

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. Zakaria prefers to work alone. False, Zakaria doesn't want to work alone
2. He wants to work someplace close to his home. True
3. The leaders were impressed with Zakaria. True
4. He is someone that can work with anyone. True
5. Zakaria studied science. False, Zakaria studies computer science

Lesson Practice in the Student Book on pages 68

Language Focus: Indefinite Pronouns

We Use these pronouns to talk about people, places, or things when we do not have specific information.

someplace/somewhere	every place/everywhere
someone	everyone
something	everything

C. Find the correct indefinite pronoun for each sentence. Read the sentences to a partner.

1. There's _____ knocking on the office door.
a. someone b. everyone c. somewhere
2. My boss wants to have a meeting with _____ that works in our office.
a. something b. everyone c. every place
3. I want to work _____ that is close to my home because I don't like taking the bus.
a. someplace b. everywhere c. something
4. I love _____ about my job! It suits me well.
a. something b. everything c. someone
5. I want to be a pilot so I can fly _____. I want to see the whole world.
a. someone b. something c. everywhere
6. If I win the lottery, I want to travel _____ cold and snowy.
a. everyone b. something c. someplace

D. Fill in the blanks. Ask and answer the questions with a partner.

1. Do you like everything about your job?
2. What is someplace/somewhere you are looking for in a dream job?
3. Do you know something that would be a good fit for this career?
4. Have you been somewhere in the city?
5. Have you heard of someone that is hiring a mechanic?
6. Do you have something to finish at work today?

E. Listen. Fill in the gaps with the correct indefinite pronoun.

Script:

The new employee lived (1) somewhere in the town. He was new so he didn't know (2) everyone yet. On his first day of work, (3) someone showed him where to sit but he wanted to work (4) something near a window. After work he walked to the bus stop but got lost because (5) everywhere looked similar. Suddenly he saw (6) something that looked familiar. Finally he found his way home.

Lesson Practice in the Student Book on pages 69

Language Focus: Indefinite Pronouns

We use these pronouns to talk about people, places, or things when we do not have specific information.

any place/ any where Have you worked anywhere like this before?

anyone Have you met anyone in the office yet?

anything Is there anything you don't want to do for work?

F. Dialogue. Read and underline the indefinite pronouns.

Omar: I want to be someone who works with children. I can be a pediatrician or a teacher -- anything with kids.

Ali: Really? I want to work somewhere that is outdoors. Anywhere that I can be active and see the sun each day.

Omar: Children are the future leaders of the country. Everyone should want to help children.

Ali: Not everyone likes working with kids! For example, my friend's cousin is a veterinarian. He likes everything about animals. He'll work anywhere that cares for animals.

Omar: You are right. Everyone has different interests. Have you met anyone that wants to work with computers?

Ali: No, not yet. But I have met someone that is studying to be an architect. She is someone who loves buildings and she creates models on a computer.

Omar: I have not met anyone that works with computers, but I would like to meet someone that is interested in talking to me about it.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: I am someone who works frequently.

Student 2: What is your dream career?

Student 1: I want to be a doctor. What about you?

Student 2: I am someone who helps voluntarily.

Student 1: What is your dream career?

Student 2: I want to be a pilot. What about you?

Student 1: I am also someone who communicates clearly. I could also be a teacher.

Student 2: I am someone who explains professionally. I could a trainer

Lesson Production in the Student Book on pages 70-71.

H. Read and underline the indefinite pronouns.

Moudan was a talented clothing designer in the neighborhood. She didn't do anything to study for

this job. Every time her mother was sewing, she watched. Later her mother taught her daughter how to do it. Moudan found the love of sewing and sometimes helped her mother. Everyone knew she had a passion for drawing. She drew men and women's dresses. Moudan became famous because of her new creations. At first she drew some models perfectly. Then she showed the collections to her clients and everyone admired them. Moudan agreed when anyone asked her to make them a dress. Everywhere the clients are asked who designed their clothing. She communicated regularly with her clients and accepted what to modify when she was preparing clothing for clients.

Teaching Tip:

Solicit information from students to describe the life of a person that has your dream job create with whole class or a small group of students that need additional support. Compare the class-made writing with the example in the book.

I. Choose from a career below or use your dream job. Describe the life of a person that has your dream job. This can be real or imagined.

Student response will vary.

A model of student's writing

Mirane was a talented doctor in the neighborhood. She went to medical school to have this job. Every time Mirane learned carefully lessons at home and her mother was happy to see her. Mirane loved to help sick people and everyone knew she had a passion for caring. She speaks gently with patients and sometimes helps them urgently. Mirane became famous at work because she works consistently and trains professionally new doctors. She is helpful to everyone and people call her to ask advice. She guides and tells good advice to them. Mirane always prepares medical materials before she starts to work. She also communicates regularly to her colleagues and has a good collaboration. After work she spends time near her mother and listens to traditional story of medicine. Her mother explains how doctor treats sick people in the countryside. Mirane compares traditional and modern medicine. She gets there are many differences.

J. Use a Survey

Use the survey to ask your classmates about their dream job.

Follow the procedure for the use of a survey in the Teacher's Guide on page 16.

1. Make a list of 5 in your copybook.
2. Ask a classmate about their dream job.
3. Make a tally mark to count the positive and negative responses.
4. Share the responses with the class.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: What careers inspire you? What careers interests you?

Pair: Tell a partner about your interests.

Share: Share with the class what your partner said.

Lesson 11

Module 1 Consolidations & Integration

A. Practice the dialogue with a partner.

Follow the procedure for the dialogue practice in the Teacher's Guide on page 14.

B. Choose one of the topics below. Create your own dialogue. Practice your dialogue with a partner.

MISSING EXAMPLE OF A DIALOGUE

C. Unscramble the sentences. Ask & answer the questions with a partner.

1. I believe watching TV is a waste of time
2. In my opinion family is important for everyone
3. From my perspective sports contribute to our healthy life.
4. From my point of view handguns cause too much crime.
5. My thoughts are that junk food endangers our health.

D. Read the sentence. Write the sentence as reported speech. Ask & answer with a partner.

1. He mentioned the film started at 7 seven.
 2. He mentioned he worked at the bank.
 3. Bilan repeated if you could help her.
 4. Omar said the meeting would start early.
 5. They said if there was school the next day.
 6. We said if the next day was a holiday.
- E. Fill in the blank with the correct possessive.

1. The students' uniforms are very beautiful.
2. My mother's degree is in engineering.
3. Amina's certificate is from a training course.
4. I had a job interview at Bilal's.
5. Our neighbor's experience as a mechanic is exceptional.
6. The employees' time is well managed.

F. Dictogloss.

Follow the procedure for Dictogloss in the Teacher's Guide on page 11.

WHERE IS THE SCRIPT? (choose from a lesson within the module or create your own)

G. Use the survey to ask your classmates about their dream job.

Follow the procedure for the survey in the Teacher's Guide on page 16.

H. Spin! Complete the spinner by adding daily activities. Ask about a partner's

experience. Use the adverbs in the box or add your own adverbs.

Follow the procedure for the survey in the Teacher's Guide on page 16.

I. Play with a partner. Flip a coin. Move 1 space for heads. Move 2 spaces for tails.

Use the greeting where your marker lands. Your partner should respond.

J. Interview

Situation: We meet and interact with people each day. Tell about a time when you met someone important to you. This can be a classmate, teacher, teammate, or best friend. Be sure to use reported speech, greetings, and opinions.

Anticipated Student Response:

Student 1: Hi Simane! How are doing?

Student 2: Hi Hawa! I am doing great!

Student 1: Do you know what the teacher informed?

Student 2: No. Can you say again that? What did he say?

Student 1: He said that he might go have an exam for us next?

Student 1: What about you? What did you say?

Student 2: I said that I may not be in school because I need to care for my mother. And our friend? What did they say?

Student 1: They said that they will come to school to take notes for me.

Student 2: The teacher said that she might let me take the exam later.

Presentation: You may choose how to present your story

- Written interview
- Dialogue/Role Play
- Make a comic strip
- Narrative story (anticipated response)

Last summer, I traveled to Ethiopia with my parents to visit my aunt. The road was nice. The car moved smoothly on the road. I was listening to my favorite songs happily. I felt asleep suddenly on my seat. We arrived finally our destination. I was excited to see my aunt's house and visit the zoo. In the afternoon, the weather was bad. It was raining heavily. My siblings and I stayed at home and used our phones to chat with our friends. Everyone was entertaining joyfully. In the evening, we organized a home part and had a great time together. My aunt gave us gifts and we were blissfully on the moon. I opened quickly my gifts and found a marvelous item. I kissed her warmly. The moment was emotional and I thanked amazingly my dear aunty. It was one of the most memorable travel I had ever had. The next morning, my parents, my siblings and I said goodbye excitedly.

Unit 4

Lesson 12:

In this lesson students will...

Give and follow directions

Retell what someone said

Lesson Presentation in the Student Book on pages 76-77

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Is the museum on the right side of the factory?
2. Is the hospital near the theater?
3. Where is the police station?

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10

Go/ turn left

Go/turn right

Go straight

Southeast/Northwest

Traffic lights

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11

B. Answer the questions.

1. What is Aisha's job? She is a hairdresser
2. What is to the northeast of the beauty salon? There is a museum to the northeast
3. Is the beauty salon next to the cafeteria? Yes, there is a cafeteria next to the beauty salon
4. What is on the right side of the beauty salon? On the right side of the beauty salon, there is a hotel.
5. Was the new customer happy with her visit to the beauty salon? Yes , she was

Lesson Practice in the Student Book on pages 78

Language Focus: Imperative and Indirect Reported Speech

C. Use the verbs go, take a, turn, & cross to complete sentences.

1. He said __go__ straight at the market.
2. After that, he said __turn____ at the second left.
3. Then __go__ past the post office and __turn____ right.
4. __go__ the main road and __take____ southwest.
5. go____ straight and finally __cross__ the road to find the bank.
6. __turn____ right at the hospital and then __turn____ left after the fruit vendor.

D. Put the words in the correct order. Ask and answer the questions with a partner

1. the-right-second-take-after the market.

What did he say? He said take the second right after the market.

2. southwest-turn-at the main road.

What did he say? He said turn the main road southwest.

3. the road-cross-at the traffic light.

What did he say? He said cross the road at the traffic light.

4. past-the shop-go.

What did he say? He said go past the shop.

5. for directions-to the bank-ask.

What did he say? He said ask for directions to the bank.

6. right-take a-after-the mosque.

What did he say? He said take right after the mosque.

E. Listen & Respond to the questions.

Script:

My father told me how to go to the market. I said go to the main road, then turn the left side; there is a bakery. On the right side there is a restaurant. There is a hospital to the north. Go straight on after three blocks you will see the market.

Lesson Practice in the Student Book on pages 79

Language Focus: Imperative and indirect reported speech

She told me don't turn right after the market, go straight.

Don't go past the traffic lights he said.

F. Dialogue. Read and underline the reported speech. Circle the imperatives.

Tourist 1: I think we are lost.

Tourist 2: Uh oh. I will go ask the police officer for directions.

Tourist 1: Ok, what did the officer say?

Tourist 2: He said to go along this street until you get to East Africa Bank. Look at the tall building!

Tourist 1: What do we do after we see the tall building?

Tourist 2: The officer said to turn left to Clemenceau Avenue and then go straight on the main road.

Tourist 1: Ok, where do we go after that?

Tourist 2: The officer said take the second right. He said that we will see to the Capital Hotel.

Tourist 1: What will we see near the hotel?

Tourist 2: The officer said to look for a shop next to the hotel.

G. Use the words in the box to make your own dialogue. Practice with a partner

Student 1: What did your mom say?

Student 2: She said go to the market.

Student 1: How should we get there?

Student 2: She said go right at the mosque.

Student 1: Ok. And after that?

Student 2: She said walk past the library.

Student 1: I see. And what will we see nearby?

Student 2: She said we will see the school.

Lesson Production in the Student Book on pages 80-81.

H. Read and underline the reported speech. Circle the imperatives.

I asked my friend Omar how to go to Hassan Gouled Stadium. He gave me directions to get to the stadium. Omar said first go straight on the main road. He told me to walk to the hospital and then turn left. he said I will see market. he said go straight past the market until i see a kebab restaurant. Omar said i will see the stadium after i pass the kebab market, but i must cross to the left side of the street.

I. In your copybook, write directions from one place to another.

Student response will vary.

Omar said go straight on the first street then turn right to the main street. Drug store is between the post office and the cinema. It is the opposite of restaurant.

J. Share your writing with a partner. Write what your partner said.

My classmate said go straight on the second street then the store is next to the police station.

Unit 4

Lesson 13:

MISSING DIRECTIONS FOR EACH ACTIVITY AND THE QUESTIONS/PROMPTS FROM THE TEXT

Warm up:

He is swimming.

Yes, I like / No, I do not like.

We can ran, we walk, and we can do gymnastics.

- | | | |
|-------|--------------|-------------------|
| B: | C: | D: |
| False | A healthy | Travelling |
| True | An unhealthy | Riding, riding |
| True | An unhealthy | Cheating |
| True | A healthy | Swimming, playing |
| True | An unhealthy | Staying |
| False | A healthy | Driving |
| | A healthy | |

E:

Ali goes to school in the morning and comes back home at one o'clock. The school is not far from his house and Ali walks to school. At lunch Ali Usually eats rice and fish and drink water or juice. In the afternoon he plays football with his friends and does his homework. He goes to bed early . At weekends Ali visits his grandparents and listen their stories. Asli goes to school in the morning with her father's car and at 12:30 her father waits for her in front of the school. In the car she eats crisps and drinks fanta. In the afternoon she watches TV and eats a hamburger and fries. In the evening Asli uses her phone for long hours chatting her friends. She goes to bed very late. Asli usually stays at home all day at weekends.

	Eating fish And rice	Drinking water	Eating hamburger And fries	Going to bed early	Drinking sodas	Walking to school	Going to bed late
Ali	√	√		√		√	
Asli			√		√		√

F:

Makes me calm.

Makes you unhealthy.

Gives me a headache.

Makes me weak.

Makes me happy.

G:

Student1: Do you like eating burgers?

Student2: No, eating junk food gives me bad health.

Student1: Do you like swimming?

Student2: Yes, swimming makes me strong.

Student1: Do you like going out with your friends?

Student2: Yes, it makes me happy.

I:

	advantages	disadvantages
exercising	Meeting new people Discover new place Good for health Gives you strength Helps build muscles Saves money	Makes you tired
Staying home	Gives you a rest	Being alone Not healthy Makes you bored Gives you weak muscles

J: Anticipated Writing Response:

Eating fresh food and junk food

Eating fresh food is healthy. Eating fruits and vegetables give you strength. Drinking water makes you active. Junk food is unhealthy, it makes you fat. Eating burger in the morning gives you a stomach-ache. Drinking soda makes you sick.

K:

Do you like listening to music?

Yes, listening to music makes me calm.

No, listening to music gives me a headache.

Do you like drinking water?

Yes, drinking water makes me healthy.

No, drinking water makes me a hungry.

Unit 4

Lesson 14: Transportation

In this lesson students will...

- tell how to get ready for travel
- talk about different modes of transportation

Lesson Presentation in the Student Book on pages 88-89

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in this picture? I can see a suitcase, camera, hat, and a plane is taking off
2. Is the plane taking off or landing? The plane is taking off
3. How do you prepare for travel? We pack our suitcases, we prepare our documents (passport, visa, ...) camera, hat.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10

Bags/baggage

Train station

Passport

visa

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11

B. Answer the questions.

1. Did Omar travel by train or plane? He travelled by train
2. What do they prepare first? They prepare their formal document like their passport and visa
3. Where do Omar and his family place their suitcases? They place their suitcase in the luggage hold.
4. What should Omar and family do once they are on the train? they should have their tickets ready.
5. Why is Omar excited? Omar is excited because it is the first time he goes by train.

Lesson Practice in the Student Book on pages 90

Language Focus: Sequencing

We use sequencing words to the order of our steps

first, next, before that, then, after that, finally

C. Match the steps to prepare for air travel. Tell the steps to a partner.

1. First e. check your documents.
2. Next b. reserve a plane ticket.
3. Then d. pack your suitcases
4. Before that c. check the weather so you know what type of clothing to bring.
5. After that f. leave for the airport with plenty of time
6. Finally a. enjoy the trip!

D. Add the sequencing word to the steps to prepare for train travel. Tell the steps to a partner.

- | | |
|---------------|--|
| 1. finally | a. enjoy a snack on the train |
| 2. first | b. reserve a train ticket & check your documents. |
| 3. next | c. check the weather & pack your suitcases. |
| 4. after that | d. find your seat and show your ticket to the inspector/ |
| 5. then | e. take your bags to the luggage hold. |

E. Listen & cross out the words you hear.

Script:

Listening

Ahmed is a teacher. At the end of the school year, he goes for a trip to Randa. A small village located to Tadjoura. He takes a bus. First, he prepares his suitcase. Next money that he will use there. Then he buys some gifts for the family who lives there. After that, he goes to bus station and finally he travels from Djibouti to Randa.

Lesson Practice in the Student Book on pages 91

Language Focus: Sequencing

Some steps take place at the same time.

Once we arrive at the airport, we show our passport

While we are on the train, we watch the countryside.

As we ride the bus, we take a nap.

F. Dialogue. Read and underline the sequencing words.

Teacher: Good morning! Today we are talking about travel. Where did go you on summer holiday?

Student: I went to Ethiopia.

Teacher: That sounds lovely. How did you get there?

Student: My family and I traveled by bus.

Teacher: How did you plan your travel?

Student: Once we prepared our documents, we chose our destination.

Teacher: What did you do next?

Student: Next we packed our luggage. As we arrived at the bus station, we exchanged our money.

Teacher: What did you do next?

Student: While we were waiting for the bus, we had snack. Once we placed our bags on the top of the bus, we paid the bus fare to the driver.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: What do you do before market.

Student 2: I go right at the mosque.

Student 1: Once you ride the bus, that what do you do?

Student 2: Once I cross the street then I turn left.

Student 1: What can you do while go on a train?

Student 2: While go on a train, you can travel.

Student 1: Oh. I see. What are the final steps?

Student 2: Finally, I take a flight

Lesson Production in the Student Book on pages 92-93.

H. Read and underline the sequencing words.

Family picnic is essential for having a fun time with family members. So, Ahmed's family is going to Douda Beach. First, Ahmed's mother and grandmother cook delicious food and prepare snacks for the picnic. Before that, Ahmed's father gets chocolates, sweets, and ingredients from the shops. While his father is at the shop, Ahmed's brother collects all the things needed for games on the beach. After that, we put all things in our car. Finally, we go to Douda Beach and enjoy the day with our family.

I. Select one of the images below. Write the traffic rules in your copybook.

Anticipated student response:

First, choose your destination. Next, prepare your travel documents such as passport, and visa. Then, prepare the suitcase and exchange money. After that, go to the airport and go into the waiting hall.

Finally, the plane is taking off.

Unit 5

Lesson 15: SIGNS AND NOTICES

In this lesson students will...

Understand simple signs and notices.

Read and explain informational notices.

Lesson Presentation in the Student Book on pages 94-95

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

What do the symbols tell us? They tell us to respect the rules anywhere.

Where do we find signs and symbols? We can find them in the streets, in a hotel, on a plane, everywhere.

Should we follow them every time? Yes, we should follow them every time.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

Notice Environment Emergency Information

Communicate Announce Symbols

A: Listen, Read, and Repeat.

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Write 3 more places where we see signs.

We can find a traffic sign by the road.

We can find an emergency exit in a hotel.

We can find a seat belt sign on a bus.

Lesson Practice in the Student Book on pages 96

Language Focus: Indefinite Adverbs
anywhere/ nowhere/ somewhere/everywhere/

C. Complete the sentences with there, here, somewhere, anywhere, nowhere or everywhere.

- 1. I left my keys somewhere in the classroom.
- 2. I looked everywhere but I did not find them anywhere.
- 3. The keys are somewhere to be found.
- 4. Amina doesn't like to go anywhere without her id card.
- 5. Is the village somewhere near Lac Assal?

D. Fill in the blanks using the words box.

Students, as we walk through the zoo and see the animals, please pay attention to the signs. The signs communicate the rules of the zoo. Some of the notices will also give us important information about animals. The guide will announce information as well. Don't go here that is prohibited. We must obey the signs so we are invited anywhere again.

E. Listen. Match the correct box.

Listening script : In some hotels, we find different signs like No Smoking allowed in the lobby. And we also notice that No Pets sign is present in most of the hotels. While in zoo, we can see different signs. There are many of them but the most important are No food or drink from outside and No noise in order to not disturb the animals.

In a hotel



In a zoo



Language Focus:
here/ there

E. Dialogue. Read and underline the indefinite pronouns. Circle here and there.

Two friends are watching a movie at the cinema. Suddenly, they hear an announcement. The announcer tells them to exit the building as quick as possible.

Friend 1: Let's go quickly. Do you see the exit sign somewhere?

Friend 2: Yes, it is over there. We should leave and go somewhere safe.

Friend 1: Wait! I see a sign right here – it shows the stairs.

Friend 2: Ok, let's go down. Once we are outside, is there anywhere nearby that we can wait?

Friend 1: Let's go over there, I see a restaurant.

Friend 2: I am disappointed we cannot see the movie, but I have never been here.

Friend 1: I am glad to have a new experience.

Friend 2: There is nowhere I want to be, except with my friends

G. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: Do you want to go anywhere this weekend?

Student 2: Is there somewhere you want to go?

Student 1: Yes, I want to go there.

Student 2: We could visit everywhere on Friday.

Student 1: And on Saturday.

Student 2: We could stay here.

Student 1: There is nowhere I want to visit.

Student 2: Let's meet here tomorrow to plan the visit.

H. Read and write questions about what we can find at a library.

The National Library of Djibouti

Is there somewhere to study in the library? Yes, in the study room.

Can we eat food here? No.

Where can we play music in the library? In the Projection Room.

Are there ancient documents? Yes, at the workshop "Learn about the History of Djibouti."

Teaching Tip:

Solicit information from students to create a flyer with whole class or a small group of students that need additional support. Model asking and answering questions using activity H and/or the flyer you created with the class.

I. Choose one of these places. In your copybook, create a notice that you will find there.

Mall: "Attention Shoppers! ** Enjoy our Summer Sale with up to 50% off on selected items.

Shop safely and have a great day!

2. School: "School Assembly** All students must attend the school assembly.

Please wear your full uniform and be punctual.

3. Airport: "Flight Information** Please go to Gate 12 for boarding if you are on flight AF123 to Paris. Ensure you have your boarding pass and passport ready.

4. Mosque: Prayer Times:

Fajr: 5:00 AM

Dhuhr: 1:15 PM

Asr: 4:30 PM

Maghrib: 7:15 PM

J. Use the survey to ask your classmates about the signs and notices they have seen.

Survey (follow the same process each time)

Ask a question to your classmates.

Write their responses.

Count the similar responses and put in a table (1st column the responses and the 2nd column the number of times it is answered).

Make a tally mark.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think

The teacher asks the question to a strong student then gives one minute to students to think about.

Pair

One student asks the question and another student answer.

Share

Every pair shares their answers with their class. Students share their partners answers with the class.

Think about signs and symbols outdoor. Do you respect them?

Unit 5

Lesson 16: ASKING FOR HELP

In this lesson students will...

Make a polite request.

Respond to request.

Lesson Presentation in the Student Book on pages 100-101

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

Have you given directions to help someone? Yes, I have.

Who do we ask when we need directions? We ask police officers, elder people.

Should we use formal or informal language? We should use formal language..

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

Roundabout behind facing

U-turn traffic circle I can help

A: Listen, Read, and Repeat.

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statements are true or false.

1. The boy is asking for directions to the grocery market? False he is asking about a shop that sells beautiful head

scarves

2. The woman called a friend for directions. True

3. The boy wanted to buy a gift for his mother. true

4. The boy used informal language to ask for help. False. He used formal language

Lesson Practice in the Student Book on pages 102

Language Focus: Making Polite Requests

We can use modals to make polite requests. Can you help me please? Could you give me directions, please? Would you be able to...? I was wondering if you could, ... Do you mind ____ing?

C. Fill in the blank using can, could, would, & do you mind.

1. Do you mind helping me find the new hospital?
2. Would you be able to help me find the nearest hospital?
3. Could you give me directions to the village?
4. I was wondering if you can give me directions to the village?
5. Do you mind asking the shopkeeper for assistance? D. Ask & Answer the questions from Activity C with a partner.

1. Do you mind helping me find the new hospital? No, I don't mind helping you find the new hospital.
2. Would you be able to help me find the nearest hospital? Yes, I would be able to help you find the nearest hospital.
3. Could you give me directions to the village? Yes, I could give you directions to the village.
4. I was wondering if you can give me directions to the village? No, I can't give you directions to the village.
5. Do you mind asking the shopkeeper for assistance? No, I don't mind asking the shopkeeper for assistance.

E. Listen. Can you find out which destination is being described?

Listening script : Audio recording) "Hi. I am lost. Could you help me find this place on the map." "yes, of course. To get to the final place, go straight. In front of you, there are two blocks of building. Turn left, go straight. There is an intersection. Take left. Go straight and turn right. You reached your destination. What is it?"



Language Focus: Declining Polite Requests

To decline a polite request, first offer an apology and then an explanation.

My apologies. I cannot ... because

I'm sorry. I could help if...

I would love to, but I cannot since...

Unfortunately, I cannot... because

F. Dialogue. Read and underline the polite requests. Circle the apologies.

Samuel: Hey Max, would you like to come over to my house after school today? We could go to the store for paper, colored pencils, and glue.

Max: I'm sorry. I'd love to, but I have to finish my homework first. Could you please tell where the market is? I can go there when I am finished with my homework.

Samuel: Unfortunately, I cannot give you directions. I would, but I do not know the names off the streets. I only know how to get there from my house.

Max: That makes sense. Do you mind asking your older sister? She might know.

Samuel: My apologies. I would ask her for directions, but she is on holiday.

Max: No problem. Do you mind going to the store after school tomorrow?

Samuel: Unfortunately, I am busy tomorrow.

Max: How about this weekend? Could you go then?

Samuel: Yes! That could work with my schedule.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: Do you mind walking to school with me?

Student 2: No I don't mind walking to school with you.

Student 1: Thanks! Could you go to the hospital with me?

Student 2: Unfortunately, I can't go to the hospital with you.

Student 1: Thanks! Can you help me with my homework?

Student 2: Certainly. I can help you with your homework.

Student 1: Wow. You're very helpful. Would you be able to give me directions to the hospital?

Student 2: Yes, I would be able to give you directions to the hospital.

Process Writing:

Process writing gives step by step directions. Process writing tells how to do something.

H. Read and underline the polite requests.

Back to School

Welcome Back students!

We hope you had a wonderful holiday break. As we begin the next part of the school year. Each school has several student leaders that help communicate the needs of the school. We have a few requests.

- Could you please leave your cell phones in your backpacks during the lessons?
- Do you mind leaving earlier in the morning?

Many students are arriving after the lessons begin.

- Can you please place the trash from your snacks and lunch in the waste bin. We want to reduce the litter in the school yard.

- Would you be able to donate an hour on the weekend to help clean up the school yard? We are excited for the term to begin and we want all students to be successful. See you all soon!! Bilan &

Omar Your Grade 8 student Leaders

Choose one of the locations below. In your copybook, create a notice that you will find there. Be sure to include polite requests. (The teacher explains the type of writing. The teacher reads the model paragraph and students listen and complete the activity. Students are exposed to the grammar structures in an a written, connected text.)

1. Mall:

Notice: "Attention Shoppers,

Welcome to Bawadi Mall.

Please take advantage of our seasonal discounts and special offers. We kindly request that you:

Dispose of trash in the bins provided.

Keep noise levels down for everyone's comfort.

Supervise your children at all times.

Thank you for shopping with us. Enjoy your visit!"

2. School:

Notice: School Notice. Dear Students, Please remember that exam week starts on Monday. We kindly ask you to:

Bring all necessary materials.

Arrive on time for each exam.

Maintain silence in the halls to avoid disturbing others.

Thank you for your cooperation. Good luck with your exams!"

3. Airport:

Notice: Passenger Information Welcome to Djibouti International Airport. We request that all passengers:

Have your passports

Follow the security guidelines

Arrive at your gate at least 30 minutes before boarding time.

Thank you for your attention and have a pleasant flight.

4. Mosque:

Notice: "Prayer Times and Rules inside the mosque. Dear Worshippers, please respect the following prayer times for today:

Fajr: 5:00 AM

Dhuhr: 1:15 PM

Asr: 4:30 PM

Maghrib: 7:15 PM

Isha: 8:45 PM We kindly request you to:

Maintain silence and respect within the mosque.

switch off your mobile phone or put it on silent mode.

Keep the prayer area clean.

Thank you for your cooperation and respect.

J. Share your writing with a partner. Respond to their requests.

Rationale:

The writing activity allows students to show their mastery of the lesson's grammar and vocabulary. This production activity also involves speaking and listening. Students must share their writing with a partner; partners must listen and take notes.

Option 1

The teacher writes a model paragraph with the class. As a class, students complete the chart.

Option 2

All students complete the writing activity independently. Students should share their writing by reading aloud with a partner. Students should complete the chart based on their partner's writing.

Option 3

Some students complete the writing activity independently while others work in a small group with the teacher. Students should complete the chart based on their partner's writing.

Back to School Notice	My partner's notice ...
Unfortunately, I cannot come on the weekend because I must care for my little sister.	

K. Use the survey to make polite requests and to record your classmates' responses.

Survey (follow the same process each time)

Ask a question to your classmates.

Write their responses.

Count the similar responses and put in a table (1st column the responses and the 2nd column the number of times it is answered).

Make a tally mark.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: Did you make a polite request this week?

Pair: What request did you make? What was the response?

Share: Share with the class what your partner said.

Unit 5

Lesson 17: ASKING FOR CLARIFICATION

In this lesson students will...

Tell about obligations.

Paraphrase to report what someone said.

Lesson Presentation in the Student Book on pages 106-107

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

What can you say when you don't understand someone? I didn't understand, can you say it again please?

2. Why should you repeat what someone said? To understand what he /she means.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 6. Obligation
Suggestion to

Recommendation

Recommend

Clarify

A: Listen, Read, and Repeat.

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 6.

B. Answer the questions.

1. Have to is used to give suggestions. No, to tell about obligations.
2. Must is used to give suggestions. No, to tell about obligations.
3. Ought to is used to tell about a requirement or obligation. About suggestion.
4. What is something you ought to do each day? Eat vegetables, read novels.
5. What is something you must do each day? Clean my teeth, pray, do my homework.

Lesson Practice in the Student Book on pages 108

Language Focus: Using Modals

We can use modals to tell about obligations. requirement suggestion your choice

C. Fill in the blank using must, have to, & ought to.

1. You ought to go straight when you see the mosque or you will get lost.
2. You mustn't walk past the market at night. It is too dangerous.

3. We must follow the road signs so we don't get into an accident.
4. He has to help the neighbors carry the water cans home. That would be kind of him.
5. It is a bad idea to use your cell phone when walking across the street. You ought not to do it.
6. You must not run in front of cars. You have to use the cross walk.

D. Fill in the blanks. Ask & answer the questions with a partner.

1. What must you do before going to bed?
2. What do you have to do before eating food?
3. What ought you do before entering a mosque?
4. What mustn't you do after finishing an exam?
5. What don't you have to do after having a shower?
6. What oughtn't you do after leaving a family meeting?

E. Listen. Write what Ahmed must do, has to do, & ought to do.

Listening script : "My mother told me to go to the market. She told me to buy milk and bread at the grocery. She said I have to cross the road then turn left to reach the grocery. She said I ought to look for the items in the dairy section and then to leave. Before I go to the market, I must bring cookies to my aunt."

Language Focus: Clarifying & Paraphrasing
 We paraphrase by retelling what someone said in our words.

Did you say go straight then turn left? You said, go this way and then take a left?

What was that? Did you mean go through the roundabout? You said, go straight. Don't turn at the roundabout. Is that right?

F. Dialogue. Read and underline the modals. Circle the clarifying questions.

A tourist is asking a local about some places and directions.

Tourist: Excuse me, do you know how to get to the museum from here?

Local: Sure! You must follow this street for a few blocks. You ought to look up so you don't miss the sign for the museum. You have to use the entrance on the left the building.

Tourist: Did you say that I have to go straight for several blocks? And the entrance is not facing the street, is that right?

Local: Yes, the museum is just a couple of blocks ahead on the left side of the street but you need to walk to the side of building to find the entrance.

Tourist: Got it. The sign is facing the street, but the entrance is facing the alleyway so I ought to walk past the sign.

Local: Yes. It is a beautiful museum. You must see the paintings from Ethiopia. If you have time, you ought to look at the rock sculptures as well.

Tourist: Thanks for the help and the suggestions. If I have time, I can see it all!!

G. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: What must I do before going to the market?

Student 2: You must _____.

Student 1: Did you say _____?

Student 2: Yes. And you have to _____ after that.

Student 1: You said _____. Is that right?

Student 2: You don't have to _____.

Student 1: Oh. I don't have _____.

Student 2: That's right, but you ought to _____.

Process Writing:

Process writing gives step by step directions. Process writing tells how to do something.

H. Read and underline the modals. Ask some clarifying questions about the notice.

Decan Animal Refuge

- Visitors must keep the environment clean.

What does "Visitors must keep the environment clean" mean?

Does this mean visitors should pick up trash after themselves?

- Visitors ought to avoid making too much noise near the animals.

What kind of noise level is acceptable near the animals?

Could you explain what is considered "too much noise" that visitors ought to avoid.

- Animals mustn't eat from visitors.

What should a visitor do if an animal approaches them for food?

If animals mustn't eat from visitors, what should visitors do if an animal comes close looking for food?

- Visitors ought to bring a hat, sunscreen, and plenty of water. It can be quite hot at the Refuge.

Can you provide details on the opening and closing times?

What are the exact hours that visitors must respect for the Refuge's opening and closing?

- Visitors have to keep a safe distance with animals.

What constitutes a "safe distance" from the animals?

How many meters or feet should visitors keep between themselves and the animals?

- Visitors must respect the closing and opening times. Visitors ought to walk towards the exit. 30 minutes prior to closing.

When should visitors start walking towards the exit?

Does "30 minutes prior to closing" mean visitors should begin leaving the main areas at this time?

Choose one of the locations below. In your copybook, create a notice that you will find there. Be sure to include polite requests. (The teacher explains the type of writing. The teacher reads the model paragraph and students listen and complete the activity. Students are exposed to the grammar structures in an a written, connected text.)

Airport:

Notice: Welcome to Djibouti Airport.

To ensure a safe experience for everyone, please respect the following guidelines:

Passengers should arrive at least 2 hours before their flight.

Passengers must not forget their luggage.

Passengers should have their passports ready for security checks.

Passengers must not smoke in the airport.

School:

Notice: "Welcome to Annexe 1 school.

To maintain a good environment, please follow these rules:

Students should arrive on time for classes.

Students must not use mobile phones during class hours.

Students should respect teachers and students all times.

Students must not run in the halls to avoid accidents.

Mall:

Notice: "Welcome to Bawadi Mall.

For a nice shopping experience, please follow these rules:

Shoppers should keep the mall clean.

Shoppers must not smoke inside the mall.

Shoppers must not bring pets inside the mall.

Shoppers should supervise children at all times.

Mosque:

Notice: Welcome to Turkish mosque

To maintain the respect of the mosque, please follow these rules:

Worshippers should do ablution (wudu) before entering the prayer hall.

Worshippers should wear nice clothes.

Worshippers must not bring food or drinks into the prayer area.

Worshippers should turn off or silence their mobile phones.

Class Brainstorm

What are different activities people must do during the week?

What are different activities people ought to do each week?

J. Share your writing with several partners. Ask your partners clarifying questions & paraphrase their responses.

Rationale:

The writing activity allows students to show their mastery of the lesson’s grammar and vocabulary. This production activity also involves speaking and listening. Students must share their writing with a partner; partners must listen and take notes.

Option1

The teacher writes a model paragraph with the class. As a class, students complete the chart.

Option 2

All students complete the writing activity independently. Students should share their writing by reading aloud with a partner. Students should complete the chart based on their partner’s writing.

Option 3

Some students complete the writing activity independently while others work in a small group with the teacher. Students should complete the chart based on their partner’s writing.

Animal refuge	Classmate 1	Classmate 2	Classmate 3
Must we leave before closing time?			

K. Use the survey to make polite requests and to record your classmates’ responses.

Survey (follow the same process each time)

Ask a question to your classmates.

Write their responses.

Count the similar responses and put in a table (1st column the responses and the 2nd column the number of times it is answered).

Make a tally mark.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher’s Guide on page 17.

Think: What activities do you want to add to your weekly schedule?

Pair: Tell a partner what habits you want to add to your week.

Share: Share with the class what your partner said.

Unit 6

Lesson 18:

In this lesson students will...

identify different types of accommodations

describe what is in a home

Lesson Presentation in the Student Book on pages 112-113

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

What furniture do you see in the picture? I see a sofa, chairs, table, etc.

Do you think this is an apartment or a house? I think this is an apartment/a house because ...

Does the room look comfortable? Yes, it looks comfortable for me because there are pillows and a soft chair. /It does not look comfortable because it is small.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

sofa

balcony

living room

armchair

apartment

flat

furnished

unfurnished

partially

fully

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. The house in Balbala is unfurnished. True, "renters must provide all furniture"
2. The house in Gabode 4 has two bedrooms. False, "3 bedrooms, 2 bathrooms"
3. The apartment has a balcony. True "a large balcony connects the kitchen..."
4. The house for sale is fully furnished. False, "the living room and dining room are furnished"

Lesson Practice in the Student Book on pages 114

Language Focus: Order of Adjectives

Adjectives are listed in a specific order: number -> size -> color/appearance -> shape.

The apartment has three large rectangular bedrooms.

The small white narrow kitchen has a door to the balcony.

C. Rewrite the sentences in your copybook. Place the adjectives in the correct order.

I went to the shop to buy (colorful, square, a couple) cushions.

I went to the shop to buy a couple colorful square cushions.

The (small, round, three) tables will look nice in the living room.

The three small round tables will look nice in the living room.

The family lives in a (large, white) home.

The family lives in a large white home.

In her apartment there are (round, small, two) windows.

In her apartment there are two small round windows.

The sofa has (striped, two, long, rectangular).

The sofa has two long rectangular striped pillows.

The dining table is painted with (small, several, round) flowers.

The dining table is painted with several small round flowers.

D. Unscramble the sentences. Write the sentences in your copybook.

1. There / a / is / and / white / in / living room / table / round / my / small / .

There is a small white round table in my living room.

2. I / two / white / have / little / my / sofas / house / in / .

In my house I have two little white sofas.

3. Two / are / there / green / small / armchairs / .

There are two small green armchairs.

4. Live / we / big / the / tan / in / house / and / .

We live in the big tan house.

5. House / the / a / two / has / bedrooms / kitchen / and / small / .

The house has two bedrooms and a small kitchen.

6. the / square / small / living room / in the flat / furnished / is / .

The small square living room in the flat is furnished.

E. Listen & Respond to the questions.

Script:

Bilan's family wants to buy a new house. Her mother Hawa goes to the selling agency. This is also called a real estate agency and she meets a selling agent, a realtor, there.

Selling agent: How can I help you, Madame?

Hawa: I want to buy a new house in Gabode.

Selling agent: Good, I will show you the photos of the available houses that we have.

Selling agent: These two, grey houses have three bedrooms, a living room, a big kitchen and two bathrooms. They have big, brown doors. The other two houses have one bedroom, a living room, a small kitchen and one bathroom. The houses have large, round windows.

Hawa: I have a large family, so I am interested in this house with three bedrooms.

Selling agent: Ok, I can show you the house tomorrow morning at 10 am.

1. Where does Bilan's mother go? She goes to a selling agency/realty office.
2. Who does Bilan's mother meet? She goes to a meet a realtor/selling agent.
3. How many homes does the agent suggest? The agent suggests four houses.
4. Which house does Hawa choose? She is interested in the house with 3 bedrooms.
5. When will Hawa visit see the house? They will visit the house tomorrow at 10AM.

Lesson Practice in the Student Book on pages 115

Language Focus: Demonstratives

Singular: This (near) This house is beautiful. / That (far) Is that apartment too small?

Plural: Those (far) Do you see those round tables? / These (near) I like these 2 green chairs.

F. Dialogue. Read and underline the adjectives. Circle the demonstratives.

Asli and Fatouma are in Bilan's new house. Bilan gives a guided tour of the house.

Bilan: Welcome to our new home!

Fatouma: Wow! Bilan, this is such a large house.

Asli: That old house of yours was much smaller.

Fatouma: How many rooms does this house have? I can't wait to see them all.

Bilan: We have three large bedrooms and a small living room. Also, there is a small but long balcony along the side of the house.

Asli: Can we look in that room? It looks so colorful.

Bilan: Yes. I share this room with my sisters. We have three small beds and a dresser. I love these small flower-shaped pillows.

Fatouma: Ooh. I want some pillows like those!

Asli: Should we go to the living room for tea?

Bilan: Yes, of course. My mother prepared some of those small cookies for us.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: I want to rent a large beautiful house.

Student 2: I know of an apartment. That apartment is unfurnished and large.

Student 1: Does it have many small bedroom(s)?

Student 2: No, it has a couple large bedrooms.

Student 1: Is that house near your home in Gabode for rent?

Student 2: Yes. It has two rectangular room(s) and a balcony.

Student 1: And the kitchen? Is it large and beautiful?

Student 2: I think that kitchen is rectangular and small.

Lesson Production in the Student Book on pages 116-117.

H. Read and underline the adjectives.

APARTMENT FOR RENT

An apartment in Ali Sabieh is available for rent. The apartment will be ready the first week of August. The apartment is in a small building so there are only a few neighbors. The apartment has a small living room but two spacious bedrooms. There is also one small square bedroom. There are several beautiful outdoor spaces. A large garden near the right side of the house. There are two short balconies connected to the larger bedrooms. A covered patio is connected to the kitchen. The patio is also small but has room for a table and two outdoor chairs. The kitchen is large and has room for a small dining table and several chairs. The apartment is unfurnished, but there are several old tables and chairs in the garden and on the patio.

I. Write a advertisement for an apartment. Share your advertisement with a partner. Ask& answer questions about the advertisement.

Student response will vary.

J. Create a Poster

Follow the procedure for the Poster in the Teacher's Guide on page 17.

1. Draw a furnished living room.
2. Include details in your drawings.
3. Share your poster with partner.
4. Describe your partner's living room

Teaching Tip:

Solicit information from students to create an advertisement with whole class or a small group of students that need additional support. Model asking and answering questions using activity H and/or the advertisement you created with the class.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about your home. What do you like about it?

Unit 6

Lesson 19:

In this lesson students will...
talk about imagined situations
describe a home

Lesson Presentation in the Student Book on pages 118-119

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in this picture? I see a house, trees, flowers, a sidewalk, etc.
2. How many floors does this house have? I think this house has two floors.
3. How many windows do you see? I see four windows and a one small window on the door.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

stories*

floors

new

used

garage

move in

swimming pool

*Teaching Tip:

Story/stories is the American spelling. British spelling is storey/storeys.

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. Both houses have a swimming pool. False. the new house has a swimming pool.
2. You can move in to the new house today. False, the new house is under construction.
3. The used home is fully furnished. False, some furniture is available upon request.
4. The new house has three stories. False, it is a single (1) story home.

Lesson Practice in the Student Book on pages 120

Language Focus: Conditional Statements

If + (past tense), then I would (present tense)

If I had an apartment on the 10th floor, I would watch the sunrise every day.

C. Put the verbs in the correct tense.

1. If I came home early, then I would prepare dinner. (come, prepare)

2. If I had a garden, I would plant vegetables and herbs. (have/plant)
3. I would sell my house, if I it was very old. (sell/is)
4. They would build a new house, if they have enough money. (build/have)
5. If I had a house with 3 stories, I would have my own room. (have/have)
6. If my house was under construction, I would visit my sister. (is/visit)

D. Match the two parts of the sentence. Read the sentence to a partner.

1. We would have more rooms, c. if our house had two floors.
 2. If we had a larger living room, d. we would invite guests for a party.
 3. The living room would be bright, b. if the house had many windows.
 4. If Ali had a swimming pool near his home, a. we would swim every morning.
 5. We would live closer to our school, e. if we lived in Centreville.
 6. They would move into their new apartment, f. if we had someone to help carry the furniture.
- E. Listen. Make a ✓ to show were each person would live.

Script:

Asli, Hawa and Fathia are discussing about their dream house.

Hawa: Hey girls, what is your dream house ? Me, I would like to live in a flat on the top floor of a luxury apartment of 50 floors in a quiet residential part of a large city. There would be parks and other open spaces around the building.

Fathia: If I could choose, I would live in a big and new house at the corner of a small town. It would be near a forest, in which we can find many kinds of animals like rabbit, gazelle and deer. The house would have five bedrooms, a huge living room, a large kitchen, a garage and a small garden.

Asli: If I was rich, I would build a pink and white house, which has two floors. On the ground floor, there would be an entrance hall, a large kitchen, a comfortable living room and a toilet. On the first floor, there would be three bedrooms and two bathrooms. The house would be surrounded by a colorful garden with lots of flowers and trees. On the left of the house, there would be a great swimming pool. This is my dream house.

	in a luxury apartment	in a big new house	in a pink & white house	in a house with five bedrooms	close to a swimming pool	near parks and open spaces
Asli			✓		✓	✓
Fathia		✓		✓		✓
Hawa	✓					✓

Lesson Practice in the Student Book on pages 121

Language Focus: Conditional Statements

.We can use did not and would not in our conditional statements

.If I didn't share my room with my sister, then I would have more space

.If I lived in an apartment, then I wouldn't have garden

F. Dialogue. Dialogue. Read and underline the if phrases. Circle the would phrases.

Naguib: If I was rich, I would build a big field for the children to play football. If we had a field we wouldn't have to play in the street.

Elmi: Good idea. If I had money, I would build a library and buy all kinds of books. If I had a library, I

wouldn't allow adults to use the books -- only children.

Farah: If I was a millionaire, I would build a great swimming pool. I would hire swimming instructors if I made a pool. If I didn't hire an instructor, we wouldn't learn to swim.

Naglulb: If we had swimming instructors, all the neighborhood children would learn to swim. These are all great ideas! I hope our dreams will become a reality one day.

Elmi: If our dreams became a reality, we would be famous people in our city.

Farah: If we build a library, a soccer pitch, and a swimming pool, we would be famous!

Nagulb: If we don't have those things, we would still have fun.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: What would you do if you had a garden?

Student 2: If I had a garden, I would grow flowers.

Student 1: That's cool. I would live with friends if I had a house of my own.

Student 1: What would you do if you lived near a swimming pool?

Student 2: If I lived near a swimming pool I would learn to swim.

Student 1: Good idea! I wouldn't learn to swim, if I lived near a swimming pool – I don't like swimming.

Student 1: What would you do if you didn't share a room?

Student 2: If I didn't share a room, I wouldn't have to be quiet for my little sister.

Student 1: Nice! I would live with my sisters if I lived in a large apartment.

Lesson Production in the Student Book on pages 122-123.

H. Read and underline the if phrases. Circle the would phrases.

If I lived in an apartment, I would choose one in a tall building. I would live on the 10th floor so I can watch the sunrise. If I had two bedrooms, I would share my apartment with my sister. I would have comfortable sofas and cushions, if I had a spacious living room. If I had a balcony, I would place a small table and chairs outside. I would sit outside in the nice weather. I would live near the bus station if I lived in Place Menelik. I would buy a furnished apartment. If I had a furnished apartment, it would be comfortable.

I. & J. Make an advertisement for your dream home. Write a description of what you would have in your dream home. Share your writing with a partner.

Student response will vary.

J. Create a Poster

Follow the procedure for the Poster in the Teacher's Guide on page 17.

1. Draw your dream home.
2. Include details in your drawings.
3. Share your poster with partner.
4. Describe your partner's dream home.
5. Ask and answer questions about your partner's dream home.

Teaching Tip:

Solicit information from students to create an advertisement with whole class or a small group of students that need additional support. Model taking notes using activity H.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about a house you would like to live in. Describe the house to a partner.

UNIT 3 CONSOLIDATION

A. Practice the dialogue with a partner.

Help students to practice the dialogue.

B. Choose one of the topics below. Create your own dialogue. Practice your dialogue with a partner.

Follow the procedure for the dialogue practice in the Teacher's Guide on page 14.

C. Unscramble the sentences. Ask & answer the questions with a partner.

1. I believe watching TV is a waste of time
2. In my opinion family is important for everyone
3. From my perspective sports contribute to our healthy life.
4. From my point of view handguns cause too much crime.
5. My thoughts are that junk food endangers our health.

D. Read the sentence. Write the sentence as reported speech. Ask & answer with a partner.

1. He mentioned the film started at 7 seven.
 2. He mentioned he worked at the bank.
 3. Bilan repeated if you could help her.
 4. Omar said the meeting would start early.
 5. They said if there was school the next day.
 6. We said if the next day was a holiday.
- E. Fill in the blank with the correct possessive.
1. The students' uniforms are very beautiful.
 2. My mother's degree is in engineering.
 3. Amina's certificate is from a training course.
 4. I had a job interview at Bilal's.
 5. Our neighbor's experience as a mechanic is exceptional.
 6. The employees' time is well managed.

F. Dictogloss.

Follow the procedure for dictogloss in the Teacher's Guide on page 11.

1. Listen and take notes.
2. Compare your notes with your partners.
3. Work as a group to write what the teacher said.

G. Use the survey to ask your classmates about their dream job

Follow the procedure for the survey in the Teacher's Guide on page 16.

1. Make a list of 5 careers.
2. Ask your classmates about their dream job.
3. Make a tally mark to count the positive and negative responses.
4. Share the responses with the class.

H. Spin! Complete the spinner by adding daily activities. Ask about a partner's experience. Use the adverbs in the box or add your own adverbs.

Follow the procedure for the survey in the Teacher's Guide on page 16.

I. Play with a partner. Flip a coin. Move 1 space for heads. Move 2 spaces for tails. Use the greeting where your marker lands. Your partner should respond.

J. Interview

Situation: We meet and interact with people each day. Tell about a time when you met someone important to you. This can be a classmate, teacher, teammate, or best friend. Be sure to use reported speech, greetings, and opinions.

Student 1: Hi Simane! How are doing?

Student 2 : Hi Hawa! I am doing great!

Student 1: Do you know what the teacher informed?

Student 2: No. Can you say again that? What did he say?

Student 1: He _____ that he might _____.

Student 1: What about you? What did you say?

Student 2: I _____ that I may _____. And our friend? What did they say ?

Student 1: They _____ that they might _____. What did she say> ?

Student 2: She _____ that she may _____

said	Have writing test
	Show documentary movie
mentioned	Be misunderstood about the deadline of home assignment
Told me	submit his/her/their/my science project
	Help his/her/their/my sibling
	Have a group presentation

Presentation: You may choose how to present your story

- Written interview
- Dialogue/Role Play
- Make a comic strip
- Narrative story

Last summer, I traveled to Ethiopia with my parents to visit my aunt. The road was nice. The car moved smoothly on the road. I was listening to my favorite songs happily. I felt asleep suddenly on my seat. We arrived finally our destination. I was excited to see my aunt's house and visit the zoo. In the afternoon, the weather was bad. It was raining heavily. My siblings and I stayed at home and used our phones to chat with our friends. Everyone was entertaining joyfully. In the evening, we organized a home part and had a great time together. My aunt gave us gifts and we were blissfully on the moon. I opened quickly my gifts and found a marvelous item. I kissed her warmly. The moment was emotional and I thanked amazingly my dear aunty. It was one of the most memorable travel I had ever had. The next morning, my parents, my siblings and I said goodbye excitedly.

Unit 6

Lesson 20:

In this lesson students will...

describe characteristics of different homes

evaluate accommodations to determine which is best

Lesson Presentation in the Student Book on pages 124-125

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What type of accommodation do you live in? Student answers will vary
2. Do you prefer a house or an apartment? I prefer (to live in) a ... because...
3. What do you see in the pictures? I see a home, a fence, an apartment building, windows, etc.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

balcony

lobby

garage

elevator/lift

pathway

guard

private

shared

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. The house in Haramous has a private garden. False. It has private parking and a shared garden.
2. The apartment in Gabode has a lobby and an elevator. False, the apartment has a lobby, but no elevator.
3. The home for rent has a washing machine for laundry. True.
4. The house in Haramous has 3 stories. False, the house has 3 bedrooms but two floors.

Lesson Practice in the Student Book on pages 126

Language Focus: Making Comparisons

We can use the phrase as + adjective + as / not as + adjective + as to compare

An apartment is as comfortable as a house.

A house isn't as noisy as an apartment.

Are the houses as private as the apartments?

C. Write a comparison sentence using as + adjective + as.

Student answers may vary based on their opinions.

1. An apartment is not as spacious as a house. (spacious)
2. Our balcony is as wide as theirs. (wide)
3. A shared apartment is as convenient as a private, gated house. (convenient)
4. An apartment building with a lobby not as nice as a building without one. (nice)
5. Some people think a house is not as safe as an apartment. (safe)
6. An apartment isn't as private as a gated house. (private)

D. Write comparison questions & answers. Practice asking & answering with a partner.

1. The blue house was built in 1990. The green house was constructed 70 years ago. (old)

Is the blue house as old as the green one? / No, the blue house is not as old as the green one.

2. Ali Sabieh is 30°C in summer. Djibouti is 45°C in summer. (hot)

Is Ali Sabieh as hot as Djibouti in the summer? / No, Ali Sabieh isn't as hot as Djibouti.

3. The small apartment has low rent. The gated house costs quite a lot. (expensive)

Is the small apartment as expensive as the gated house? No, the apartment isn't as expensive.

4. The flowers in our garden are colorful. The plants on their balcony are nice. (beautiful)

Are the flowers in our garden as beautiful as their plants? Yes, the flowers are as beautiful as the plants.

5. Linda's apartment has many windows. The first floor of my house has no windows. (bright)

Is Linda's apartment as bright as the first floor of my house? / No, my house isn't as bright as Linda's apartment.

E. Listen. Make a ✓ to show each person's opinion.

Script:

A mother asks her two daughters Mariam and Sagal if they prefer a house or an apartment.

Mother: Our house is getting old; we are going to move next month. Do you prefer a house or an apartment?

Sagal: I prefer an apartment; it is not as big as a house and the housework will be easy.

Mariam: I prefer a house because it is not as noisy as an apartment.

Sagal: A house is not as safe as an apartment.

Mariam: An apartment is not as convenient as a house. There is not enough space for a pet.

Sagal: An apartment is not as expensive as a house.

Mother: I think an apartment is as comfortable as a house, so we will move to an apartment.

Sagal: Yes.

	Sagal	Miriam	Mother
An apartment is not big.	√		
A house is comfortable.			√
An apartment is not expensive.	√		
A house is not safe.	√		
An apartment is not convenient		√	
A house is not noisy.		√	

Lesson Practice in the Student Book on pages 127

Language Focus: Making Comparisons

adjectives with ≤ 2 syllables + er/ier:

The house is bigger than the apartment. The balcony is noisier than the garden.

adjectives with ≥ 3 syllables & some exceptions+ more/less:

The garage is more convenient than street parking. A gated house is more private than an apartment.

This kitchen is more modern than that one

F. Dialogue. Read and underline the comparative words and phrases.

Ahmed: My apartment is smaller than your house. It is not difficult to clean it.

Moussa: You are right. Houses are usually bigger than apartments. They are more convenient and more private too. I can organize a party at my house more easily than at an apartment.

Ahmed: That's true. Apartments can be noisier than houses. I can hear all the noises from the neighbors.

Moussa: Yes, but I can hear the sounds of the road. I think my house is as noisy as your apartment. A house is more comfortable and more private than an apartment, but it is also more expensive.

Ahmed: The house is safer for my grandmother. The apartment does not have a lift, so she must walk up the stairs.

Moussa: I think the apartment is safer. Your building has a lobby with a guard.

Ahmed: Hmm. There are positive and negative aspects of both our homes.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Do you prefer an apartment or a house?

Student 2: I prefer a(n) apartment because it is smaller. And you?

Student 1: I prefer a house because it is more private.

Student 2: Also, the outdoor space is larger.

Student 1: Do you think a house is better?

Student 2: I think a apartment is better.

Student 1: I like a(n) apartment because it is safer.

Student 2: I like a(n) house because it is more spacious.

Student 1: A(n) apartment is better because it isn't as expensive as a house.

Student 2: A(n) house is better because it isn't as noisy as an apartment.

Production in the Student Book on pages 128-129.

H. Read and underline the comparative words and phrases.

The apartment is smaller than the house, but the house is more private because it has a gate and a garden. I prefer an apartment because I can see the sunrise from the balcony. Apartments are usually brighter than houses. I like the apartment, but the house is closer to my school in Balbala. That would be more convenient. The house is as safe as the apartment. I prefer a home that is as expensive as my current house or less expensive. The outdoor space of the apartment is the same as the house. One has a balcony, and one has a garden. I do not have a car, so a garage is not as important as location.

I. Create an advertisement of a house or apartment. Share with a partner. Explain which accommodation you prefer.

Student response will vary.

Teaching Tip:

Solicit information from students to create an advertisement with whole class or a small group of students that need additional support. Compare the class-made advertisement with the example in the book.

J. Create a Poster

Follow the procedure for the Poster in the Teacher's Guide on page 17.

1. Draw a home that you would like to live in.
2. Include details in your drawings.
3. Share your poster with partner.
4. Compare your partner's drawing with yours.
5. Ask and answer questions about your partner's drawing

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

What do you like about your house? Tell a partner what you would prefer to change and why.

Module 2

Units 4-6

Personal Relationships

In this lesson, I will...

- show what I learned during Unit xx

A. Practice the dialogue with a partner.

Follow the procedure for Dialogue in the Teacher's Guide on page 14

Student 1: Where did you go during the summer holiday?

Student 2: First I went to Ethiopia to visit my aunt, then I traveled to Somaliland to see my cousins.

Student 1: That sounds lovely. How did you get there?

Student 2: My family and I traveled by bus. My father said, "Don't bring too much luggage!" but I brought many bags. Once we were on the bus, it was very crowded.

Student 1: Did you ask someone if they could move?

Student 2: Yes, but they told me "You ought to have listened to your father." If you had brought fewer bags, you would have more room on the bus."

Student 1: Sounds like the bus rides were not fun.

Student 2: I learned some lessons about packing my luggage. I did have a wonderful time visiting my family

B. Choose one of the topics below. Create your own dialogue. Practice your dialogue with a partner.

Talk about your dream home (see page 121)

Talk about preparing for travel (see page 91)

Make or decline a request (see page 103)

Tell what you must do (see page 109)

Follow the procedure for Make Your Own Dialogue in the Teacher's Guide on page 14

Each student's dialogue will be different. The dialogue below is an example:

A: if you could live anywhere, where would it be?

B: if I could live anywhere in the world, I would move to Addis -Abeba.

A: why would you move to it?

B: I would move to it because it is colder than Djibouti.

C. Make imperative sentences.

1. Don't talk on the phone when you are crossing the street.
2. When you are riding the bus, do not make too much noise.
3. Do not text when you are driving. It is prohibited.
4. When you are riding a bike or scooter, do not forget to wear a helmet.
5. If you are driving or walking, do not forget to follow the traffic rules.
6. Follow directions when you see a crossing guard for the police officer.

D. Fill in the gaps with words or phrases you know. Ask & answer questions with a partner.

Each student's dialogue will be different. The dialogue below is an example:

A: What must you do before riding the bus?

B: Before riding the bus, I must collect the bus fare.

Fukuzawa middle school

1. What must you do before _____?

Students must wear school uniforms to school,

2. What do you have to do before _____?

Students mustn't eat and drink in the classrooms.

3. What ought you do before _____?

4. What mustn't you do after _____?

Students ought to avoid throwing trash in the school yard.

5. What don't you have to do after _____?

6. What oughtn't you do after _____?

Choose one of the locations below. In your copybook, create a notice that you will find there.

Students' responses will vary. Please see the anticipated student response.

E. Dictogloss.

Follow the procedure for Dictogloss in the Teacher's Guide on page 11.

WHERE IS THE SCRIPT? (choose from a lesson within the module or create your own)

F. Complete the flower. Ask & answer questions about the steps to complete the activity.

Each student's dialogue will be different. The dialogue below is an example:

A: What are the steps to prepare for a picnic?

B: First you must prepare the food, then you should collect games. While you prepare the food, you must check the weather

H. Use the survey to make polite requests and to record your classmates' responses.

1. Write five polite requests.

2. Make polite requests to your classmates.
3. Make a tally mark to count the positive and negative responses.
4. Share the responses with the class.

Example:

A: Could you help me with my homework?

B: Yes, I can help you with your homework.

I. Create a poster.

1. Draw your dream home.
2. Include details in your drawings.
3. Share your poster with your partner.
4. Describe your partner's dream home.
5. Ask and answer questions about your partner's dream home

J. Interview

Situation: Many things have changed during your life already. Many things will continue to change. Interview your older self to ask about things you would have done differently if you could change the past. Be sure to use modals, sequencing words, and conditional statements.

Each student's interview will be different. The interview below is an example:

Me: if you could turn back time, what would you change?

My older self: if I could turn back time, I would change my eating habits,

Me: why would you change your eating habits?

My older self: because I used to eat junk food and I became overweight.

Me: what must you do to lose weight?

My older self: first, I have to stop eating junk food. Then I must exercise a lot.

Unit 7

Lesson 22: WHAT IS THE WEATHER?

In this lesson students will...

Talk about the weather conditions.

Draw simple conclusion.

Lesson Presentation in the Student Book on pages 134-135

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

Have you experienced all four seasons? No, I haven't.

What types of weather do you like most? I like summer/winter/spring/winter the most.

In Djibouti, what is the climate like? It is hot and dry.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

weather	climate	breezy	snowy
drizzly	sunny	predict	forecast

A: Listen, Read, and Repeat.

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. Windy weather often comes with stormy conditions. true
2. Rainy weather is characterized by clear skies and sunshine. false
- 3 Breezy weather is ideal for flying kites. true
4. Sunny weather is usually associated with warm temperatures. true
5. Snowy weather often occurs in warm climates. False

Lesson Practice in the Student Book on pages 136

Language Focus: Adjectives

It is raining outside -- the weather is rainy

The wind was blowing-- it was windy yesterday

A small breeze will be blowing -- It will be breezy.

C. Complete the sentences using the appropriate adjective..

1. When it's sunny, I like to play outside in the park. (sun)
2. On a breezy day, I enjoy flying kites with my friends. (breeze)
3. I feel lonely when it's rainy outside. (rain)
4. During a snowy day, I often go for a walk in the woods. (snow)
5. When it's drizzly, I like to wear my favorite rain boots and splash in puddles. (drizzle)
6. It is grey outside. It is hard to see long distances. It is fog outside. (fog)

D. Answer the questions below..

1. There is rain, clouds, and wind. Is it sunny? No, it's not sunny. It is stormy.
2. There is sun and no clouds. Is it windy? No, it's not windy. It's sunny.
3. There is snow and it is freezing. Is it cloudy? No, it's not cloudy. It's snowy.
4. There is wind and trees move right to left. Is it snowy? No, it's not snowy. It's windy.
5. There is a breeze and fresh air. Is it rainy? No. it's not rainy. It's breezy.
6. There is fog and it is drizzling. Is it sunny? No. it's not sunny. It's foggy.

E. Listen carefully. Match the description to the image.

Listening script

Correction of activity D listening:

Picture D: This weather is when the big, bright sun shines high in the sky, spreading warmth all around. The sky is a beautiful, with only a few fluffy white clouds. When it's sunny outside, you can feel the warmth of the sun on your skin, making you feel cozy and happy.

Picture B: The air feels chilly, and you can see your breath when you talk. The world becomes quiet and peaceful. You can build snowmen, have snowball fights, or even go sledding down a snowy hill! It's a magical time when the world transforms into a sparkling, icy playground.

Picture A: This weather is when the air feels light and playful, like it's giving you a gentle hug. You can feel a soft, cool breeze blowing through your hair and tickling your cheeks. The trees sway back and forth. Breezy days are perfect for flying kites or blowing bubbles, as the wind helps them dance and soar high in the sky.

Picture E: This weather is when the air feels wild and free, like it's dancing all around you. You can hear the wind howling and whistling, making everything sway and bend. Your clothes might flap in the breeze like flags. Sometimes, the wind is so strong that it can make you feel like you're flying! You might also see leaves swirling and twirling in the wind, playing a game of tag with each other. It's an exciting feeling, like being on an adventure with the wind as your playful companion.

Picture C: This weather is when the sky is covered with dark clouds, and gentle drops of water fall from the sky. The air feels fresh and cool. Raindrops make little puddles on the ground, and if you listen closely, you can hear them tapping on rooftops and windows. Sometimes, rain showers come with flashes of lightning and rumbles of thunder, adding an ex

Language Focus: Conditional Statements

If it is sunny, (then) we will wear a hat. If the weather is not stormy, we will have a picnic. If the weather is snowy, we won't drive to my aunt's house.

F. Dialogue. Read and underline the adjectives. Circle the conditional statements.

Two friends talk about a weekend picnic plan.

Friend 1: Hey! Have you looked outside? It's so sunny today!

Friend 2: Yes, I know! I love sunny days. It's perfect for a picnic in the park but we have to go to school today.

Friend 1: Let's plan a picnic for this weekend. If it stays sunny, we will pack some sandwiches and lemonade.

Friend 2: That sounds wonderful! Do you know the forecast for the weekend? I predict a small storm.

Friend 1: If it gets windy, we will bring a kite along and fly it in the park. It'll be so much fun!

Friend 2: Great idea! And what if it rains?

Friend 1: If it drizzles, we'll just bring umbrellas and find a cozy spot under a tree. A little rain won't ruin our picnic!

G. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: Hey! Have you checked the weather forecast for today?

Student 2: Not yet! It looks sunny outside!

Student 1: Hmm, if it stays sunny, what should we do?

Student 2: If it stays sunny, we will go to the soccer field.

Student 1: That sounds like fun! But what if it turns windy?

Student 2: If it turns windy, we will fly a kite.

Student 1: And if the weather becomes rainy?

Student 2: If it turns rainy, we will watch a movie.

Student 1: No matter what happens, we will have fun together.

Descriptive Writing

Descriptive writing gives details so that the reader can make an image in their mind. Descriptive writing can tell about the past, present, or future.

H. Read the weather forecast. Read and underline the adjectives. Circle the conditional statements.

This is the weather forecast for Djibouti city for 1 week. On Monday, it will be partially cloudy and the highest temperature is 31°. For the next six days, the temperature will stay the same. The highest temperatures will be in the 30's. On Tuesday, Wednesday, and Thursday, the weather will be cloudy and drizzly. On Friday, we expect a sunny weather with some clouds later on the day. On Saturday and Sunday, we expect a stormy weather. The weather will be windy and rainy all day. If it rains, we will stay home from school. If it is very dusty, you should stay indoors because it will be hard to breathe.

I .Choose one of the forecasts below or make your own forecast. Describe the weather for the week

(The teacher explains the type of writing. The teacher reads the model paragraph and students listen and complete the activity. Students are exposed to the grammar structures in an a written, connected text.)

This is the weather forecast for Addiss Ababa city for 1 week. On Sunday, it will be partially rainy and the highest temperature is 18°. For the next five days, the temperature will change. The highest temperature will be in the 26. On Wednesday, Thursday and Friday, the weather will be rainy and drizzly.

The weather forecast of London for the coming 5 days is going to be rainy. On Monday, it will be rainy with a high temperature of 9°C and a low temperature of 3°C, and there will be a gentle breeze. On Tuesday, the weather will be mostly cloudy with some rain showers and light winds. Same weather for Wednesday. On Thursday, it will be partly sunny and partly cloudy with a high of 9°C and a low of 3°C, and there will be a bit more wind. Finally, on Friday, it will be mostly cloudy with a high of 10°C and a low of 3°C, with light winds. So, remember to wear your warm clothes and bring an umbrella if you're going outside!

J. Share your writing with a partner. Tell what you will do during the week.

Rationale:

The writing activity allows students to show their mastery of the lesson's grammar and vocabulary. This production activity also involves speaking and listening. Students must share their writing with a partner; partners must listen and take notes.

Option1

The teacher writes a model paragraph with the class. As a class, students complete the chart.

Option 2

All students complete the writing activity independently. Students should share their writing by reading aloud with a partner. Students should complete the chart based on their partner's writing.

Option 3

Some students complete the writing activity independently while others work in a small group with the teacher. Students should complete the chart based on their partner's writing.

Djibouti-ville	My partner's weather forecast
If the weather is sunny and cool, we will have a picnic. if it is stormy on Friday, we won't have a picnic. We will watch a movie.	

Class Brainstorm

Make a list of the types of weather you have experienced or have seen in movies or TV shows.

K. Guessing game. Take turns describing what your partner will do in each scene.

Guessing Game

students can work in pairs or in a small group of 3-4 students

each student should take turn describing the object

students should continue to play until the teacher indicates the time is up

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: Think about your favorite type of weather. What type of weather do you want to experience?

Pair: Tell your partner what you want to experience.

Share: Share with the class what your partner said.

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Unit 7

Lesson 23: WHAT IF IT'S...?

In this lesson students will...

Make predictions based on the weather.

Make recommendations based on the weather.

Lesson Presentation in the Student Book on pages 140-141

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What should you do during rainy weather? During rainy weather, you should carry an umbrella or wear a raincoat to stay dry.
2. What might you do on a sunny, hot day? I might go to the beach or to a swimming pool.
3. When playing in the snow, what ought you do? You ought to dress a hat, gloves, scarf, and waterproof boots to stay dry and warm.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

degrees humid cloudy
lightening thunder icy

A: Listen, Read, and Repeat.

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Select the correct answer

1. What is the recommendation for a rainy day? a. go for a hike b. have a movie marathon c. have a picnic
2. What is the best drink for a rainy day? a. coffee b. hot cocoa c. lemonade
3. What should you do to stay dry? a. wear shorts and sandals b. bring sunscreen and a hat c. use a raincoat and boots

Lesson Practice in the Student Book on pages 142

Language Focus: Making Recommendations

(present continuous + modal verb (should, could, ought to, might

.It is raining, you should bring an umbrella. I'm hearing thunder, we ought to go inside

.The wind is blowing, we could fly kites. We might watch a film since it's raining all day

C. Fill in the blank spaces using present continuous & modal verbs.

1. If it is raining tomorrow, we ought to bring umbrellas. (rain)
2. We should stop swimming because I am seeing lightning. (see)
3. If you are feeling energetic, we would play soccer after schools. (feel)
4. If the clouds are rolling in, we have to watch for a storm. (roll)
5. If the temperature is dropping tonight, we ought to find extra blankets. (drop)
6. We should go ski, if it is snowing. (snow)

D. Match the two parts of the sentences.

1. If the wind blows c. we should fly kites.
2. When the rain falls f. the streets might get muddy.
3. We ought to use sun cream b. if it is sunny.
4. On a snowy day e. we could make snowmen
5. We should go inside a. if there is lightning
6. We could watch movies d. if it rains all day

E. Listen carefully. Match the description to the image.

Listening script

Philip and his father are enjoying a snowy day by building a snowman with snowflakes. C

Henry is very happy because he likes playing in puddle during a rainy day. A

Layan and Sophia are spending a nice day in the sea because it is sunny and warm. B

Mira and her brother are using their kites in a windy day. D

Language Focus: Making Recommendations

present continuous + modal verb (shouldn't, couldn't, oughtn't to, might not)

It is raining, you should not forget a jacket. I'm hearing thunder, we oughtn't swim.

The wind isn't blowing, we might not fly kites. Since it's raining all day, we couldn't go to the market.

F. Dialogue. Read and underline modal verbs.

Two friends talk about their hiking trip.

Bilal: Hey, have you checked the weather forecast for tomorrow's hiking trip?

Nagueyeh: Is there something we should be concerned about?

Bilal: Well, it looks like there's a chance of a storm in the afternoon.

Nagueyeh: Oh no, that could be dangerous. What should we do if it starts raining while we're on the trail?

Bilal: If it starts raining, we shouldn't stay out. We should seek shelter immediately. We ought not be outside when lightning strikes.

Nagueyeh: That makes sense. And what about our lunch?

Bilal: We shouldn't forget our lunch and water. If the sun is shining, it could be very hot.

Nagueyeh: It was raining during the night, the trails could get muddy.

Bilal: If the trails become too muddy, we might not be able to continue our path. If we could not follow our planned path, we should consider taking a different path.

Nagueyeh: Sounds like a plan. Thanks for the advice. Let's hope for clear skies, but it's good to be prepared for anything.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: It's raining outside!

Student 2: Ok. If it's raining, we play inside.

Student 1: Tomorrow, the weather is different.

Student 2: If it's sunny, we have a picnic.

Student 1: Yes, but if the weather is storming, we watch a movie.

Student 1: And if it is snowing?

Student 2: If it's snowing, we visit our friends.

Student 1: No matter what happens, we will have fun together

Descriptive Writing

Descriptive writing gives details so that the reader can make an image in their mind. Descriptive writing can tell about the past, present, or future.

H. Read and underline the modal verbs.

The Weather for March 21. Overview: The weather is expected to be partly cloudy with a chance of showers in the afternoon. If it is raining, you should go inside. Morning: At 8:00 AM, the sky is expected to be mostly clear with a temperature of 10°C. There will be a strong wind coming from the northwest. If it is windy, you should be careful and wear warm clothes to protect yourself from the dust. Afternoon: By 12:00 PM, clouds will start to build up, leading to partly cloudy conditions. Temperatures will rise to 13°C. If it is cloudy, you should take an umbrella with you in case it rains suddenly. Even if it is cloudy, you should put on sunscreen to protect your skin. Evening: As the day progresses, the sky will be partly cloudy, with temperatures cooling down to 9°C.

I. Choose one of the scenes below. Use descriptive writing to tell the forecast. Be sure to use modal verbs to give advice and recommendations.

(The teacher explains the type of writing. The teacher reads the model paragraph and students listen and complete the activity. Students are exposed to the grammar structures in an a written, connected text.)

J. Share your writing with a partner.

Rationale:

The writing activity allows students to show their mastery of the lesson's grammar and vocabulary. This production activity also involves speaking and listening. Students must share their writing with a partner; partners must listen and take notes.

Option1

The teacher writes a model paragraph with the class. As a class, students complete the chart.

Option 2

All students complete the writing activity independently. Students should share their writing by reading aloud with a partner. Students should complete the chart based on their partner's writing.

Option 3

Some students complete the writing activity independently while others work in a small group with the teacher. Students should complete the chart based on their partner's writing.

Djibouti's forecast	My partner's forecast
if it is cloudy, you should still wear sunscreen . if it is raining, we oughtn't stay outside.	

Class Brainstorm

Make a list of recommendations for different types of weather

K. Guessing game. Take turns describing what your partner will do in each scene.

Guessing Game

students can work in pairs on in a small group of 3-4 students

each student should take turn describing the object

students should continue to play until the teacher indicates the time is up

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: Have you experienced different types of weather? What did you do?

Pair: Tell your experience to a partner.

Share: Share with the class what your partner said.

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Unit 7

Lesson 24: WOULD YOU LIKE TO...?

In this lesson students will...

Ask for and give advice.

Lesson Presentation in the Student Book on pages 146-147

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. Do you check the weather before going on a trip? Yes, it's a good idea to check the weather before going on a trip.
2. Do you ask for advice before you go out? Yes, asking for advice before I go out is smart.
3. In Djibouti, is the weather always the same? In Djibouti, the weather is usually very hot and dry, especially in the summer. But sometimes it can be a little cooler or windy. It doesn't rain a lot in Djibouti

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

Blowing	temperate	freezing	thunderstorm
Rain	snowfall	mild	

A: Listen, Read, and Repeat.

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. Sarah and her friends were planning to go on a picnic. true
2. Sarah decided to check the weather before going on the picnic. true
3. Sarah noticed a sunny forecast when she looked at the weather. false
4. Sarah messaged her friend Mark to advise caution about the weather. true
5. Sarah showed a lack of concern for her friends' safety. False

Lesson Practice in the Student Book on pages 148

Language Focus: Modals for Advice & Suggestions

Note: had better and ought to are not used to ask questions

You should stay indoors when there is freezing rain. During a thunderstorm, you had better not go out. You could drive home now or wait until the storm passes. You ought to bring sunscreen and a hat since it will be sunny.

C. Fill in the blank using the modals then compare your answers with a partner's answers. Hint: there are multiple correct answers.

1. It is forecast to rain, what should/could we do tomorrow?
2. Based on the forecast, it might/could rain tomorrow, so we shouldn't/might not/can't go to the beach.
3. We should/could/might want to bring umbrellas, just in case.
4. If it's sunny, we could/might/can/should go for a picnic in the park.
5. You should/could/might want to check the weather app before making outdoor plans.
6. Let's/We could/We should go skiing if it snows this weekend

D. Ask and answer the questions with a partner.

1. What could we bring to the picnic?

We could bring sandwiches, fruits, juice, snacks, a blanket to sit on, and some games or toys to play with.

The forecast predicts freezing rain. What could we do?

If it's freezing rain, we could stay inside and play games, watch a movie, or do some fun indoor activities to stay safe and warm.

Strong winds are blowing dust everywhere. What should I do?

You should stay indoors to avoid the dust. If you need to go outside, wear a mask or a scarf to cover your nose and mouth, and protect your eyes with glasses

What should we bring if we plan to swim?

We should bring swimsuits, towels, sunscreen, water bottles to stay hydrated, and maybe some pool toys or goggles

Could we drive during the snowstorm?

It's not a good idea to drive during a snowstorm because it can be very dangerous. It's better to stay inside and wait until it's safe to go out

What should I wear if there is a lot of snowfall?

You should wear warm clothes like a heavy coat, gloves, a hat, a scarf, and waterproof boots to stay dry and warm in the snow

E. Listen to the recommendations then match them to the image.

Picture B:

- Snowy Day:

During this weather, I strongly advise you to dress warmly in layers and wear boots to keep your feet dry and warm. If you're planning to go skiing or sledding, make sure to check the conditions and follow safety guidelines.

Picture D:

- Sunny Day:

Going out during this weather, you should apply sunscreen with a high SPF to protect your skin from harmful UV rays. You could also wear a hat and sunglasses for additional protection. If you're planning

outdoor activities, consider staying hydrated and taking breaks in the shade to avoid heat exhaustion.”

Picture C:

· Rainy Day:

The best advice I can give you for this weather, you should carry an umbrella or wear a waterproof jacket to stay dry. It would also be a good idea to wear waterproof shoes or boots to prevent your feet from getting wet. If you’re driving, make sure to drive carefully and allow extra time for travel.”

Picture A:

· Windy Day:

I recommend that you should secure loose objects outside to prevent them from blowing away. You could also avoid outdoor activities like cycling or hiking in exposed areas where you could be at a safety risk. If you’re driving, keep a firm grip on the steering wheel and be cautious of sudden breezes.”

Language Focus: Conjunctions

We can use conjunctions to connect ideas, add information, or show contrast. Since it is sunny, we had better bring hats. We should bring an umbrella because it’s rainy. Even though it’s rainy, we could go outside. Although it’s snowy, we shouldn’t stay inside.

F. Dialogue. Read and underline modal. Circle the conjunctions.

Friend 1: Hey there! Have you checked the weather forecast for tomorrow?

Friend 2: No, not yet. What’s it looking like?

Friend 1: Well, it’s going to be sunny tomorrow, with temperatures reaching around 28 degrees Celsius and windy.

Friend 2: Although it will be windy, we should still go for a hike.

Friend 1: Exactly! We had better enjoy the day.

Friend 2: I agree. Even though it’s been raining all week, the hiking path should be clear.

Friend 1: Yeah, and because of all the rain, the trails will probably be flourishing and green. That’s perfect for hiking.

Friend 2: We should pack some sunscreen and water, though, since it might get quite hot.

Friend 2: Good idea. Because it’ll be sunny, we should also bring hats and sunglasses for extra protection.

Friend 1: Definitely. I’ll bring a blanket for the picnic too, since we’ll likely want to relax in the shade for a bit.

Friend 2: Sounds like a plan! I’m glad we checked the forecast.

Actions
Go to the beach
Play outside in the snow
theatre
Go to the mall
Bring some snack

G. Add actions to the box. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: What can we do tomorrow?

Student 2: We could go to the beach because the weather will be nice.

Student 1: What else could we do?

Student 2: We might go to the theatre since there's a new movie playing.

Student 1: Could we go to the mall? Although, I prefer to play outside in the snow.

Student 2: You don't have to go to the mall if you don't want to.

Student 1: Oh. I don't have a lot of money to spend at the mall.

Student 2: That's right, but you ought to bring some snacks.

Descriptive Writing

Descriptive writing can tell the weather forecast. This gives details about the weather so people know what they should do.

H. Read and underline the modal verbs. Circle the conjunctions.

The Weather for March 21 in Montreal, Canada. On Wednesday, it will be sunny. On Thursday and Friday, it will be rainy. Since it's going to rain on those days, you should take your umbrella with you. Even though, Saturday will be cloudy, it will be warm. On Sunday and Monday, we expect a sunny and warm weather. Because we will experience the highest temperature during those days, we should drink a lot of water and wear a hat when you are in the sun. On Tuesday, since we expect a 60 percent chance of rain, we could avoid going hiking or planning outdoors activities. °C.

I. Choose one of the locations below. In your copybook, describe the weather for that location and give recommendations for what people should do.

(The teacher explains the type of writing. The teacher reads the model paragraph and students listen and complete the activity. Students are exposed to the grammar structures in an a written, connected text.)

Singapore:

Next week, it will be rainy and stormy every day, with temperatures around 30-34°C. Because of the thunderstorms, it's best to stay indoors to stay safe. You can have lots of fun inside by playing games, reading books, or watching movies. If you need to go outside, make sure to wear a raincoat and boots, and always carry an umbrella. Remember to stay away from windows during the storms and ask an adult to keep an eye on the weather for you. No matter what, you can still have a great time indoors

Russia:

Next week, it will be mostly rainy and cloudy during some days, with temperatures around 10-18°C.

Because of the cloudy weather and the possible thunderstorms, it's best to avoid going out. You can go to the mall or theatre. If you need to go outside, avoid going to far places. Make sure to wear warm clothes, gloves and scarf. Remember to stay away from open places during the storms and ask an adult to keep an eye on the weather for you. You can still think of many indoors activities and enjoy being safe.

Montreal	Singapore	Moscow
wear a hat on Sunday take your umbrella if you go out should drink water	Wear raincoat and carry umbrella Best to stay indoor Stay away from windows during storms	Wear warm clothes, gloves and scarf Best to avoid going out Stay away from open places during thunderstorms

J. Share your writing with several partners. Make note of their recommendations.

Rationale:

The writing activity allows students to show their mastery of the lesson's grammar and vocabulary. This production activity also involves speaking and listening. Students must share their writing with a partner; partners must listen and take notes.

Option 1

The teacher writes a model paragraph with the class. As a class, students complete the chart.

Option 2

All students complete the writing activity independently. Students should share their writing by reading aloud with a partner. Students should complete the chart based on their partner's writing.

Option 3

Some students complete the writing activity independently while others work in a small group with the teacher. Students should complete the chart based on their partner's writing.

Class Brainstorm

What advice can you give about the weather in our town this week?

K. Guessing game.

Guessing Game

students can work in pairs or in a small group of 3-4 students

each student should take turn describing the object

students should continue to play until the teacher indicates the time is up

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think: What recommendations do you have for today's weather?

Pair: Tell a partner your recommendations. Do you agree with their ideas?

Share: Share with the class what your partner said.

Unit 8

Lesson 25:

In this lesson, students will...

- identify and describe locations
- name features of the countryside

Lesson Presentation in the Student Book on pages 152-153

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the picture? I see the sky, trees, grass, a fence, etc.
2. What time of the day do you think it is? It is the morning because the sky is blue and white.
3. Does the scene look peaceful? For me, yes it is peaceful because there is no noise and the nature is beautiful, these trees are green and tall.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

Wheelbarrow, shovel, Axe, Sprinkler, Wool, grass.

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Choose the right answer.

1. The countryside is a place where you can
 - a. See the city lights.
 - b. visit a museum.
 - c. enjoy nature.
2. A farm animal is something that provides us with
 - a. Tea, coffee& soda.
 - B. meat, wool and milk
 - c. fruits, vegetables and beans.
3. An axe is something used to
 - a. Cut hair.
 - b. Cut wood
 - c. prepare food
4. A sprinkler is something used to
 - a. Carry heavy objects.
 - b. dig holes.
 - c. water plants.

Lesson Practice in the Student Book on pages 154

Language Focus : Noun phrases

“Where” is used to provide additional information about a noun related to location. “That” provides essential information about the noun it modifies.

- A place where we plant cereal is a farm.
- . An animal that gives us wool is a sheep.

C. Match the two parts of the sentences.

1. The countryside is a. farmers use to dig in the field.
2. A cow is an animal that b. is a well.
3. A shovel is a tool that c. a place where you can enjoy nature.
4. A place where you gather water d. a place that has animals and grows crops.
5. A tree that gives us fruit e. provides us meat and milk.
6. A farm is f. is a date palm.

D. Unscramble the sentences. Note: There are two ways to write each sentence.

1. Where/ a/ babybirds/ place/ live/ nest/ is/ the

A place where babybirds live is the nest./ A nest is a place where babybirds live.

2. Place/ where/ a/ smell/ we/ countryside/ is/the/fresh air

The countryside is a place where we smell fresh air./ A place where we smell fresh air is the countryside.

3. Animal/ that/ eggs/ an/ gives/chicken/ is/ us/ the

The chicken is an animal that gives us eggs./ An animal that gives us eggs is the chicken.

4. Tool/ a/ that/ woods/ cuts/ an/ is/ axe

An axe is a tool that cuts woods./ A tool that cuts woods is an axe.

5. farmers/ land/ a/ that/ is/ plant/ farmland/ a

A farmland is a land that farmers plant./ A land that farmers plant is a farmland.

6. Buy/ books/ place/ where/ a/ the/ we / is/ library.

A library is a place where we buy books. A place where we buy books is a library.

E. Listen carefully. Then answer the questions in complete sentences.

Script:

Hi! My name is Omar. I live in Djibouti but on my summer holiday, I go to my grandfather's farm in Damerjog. My grandparents grow vegetables and keep animals. They have six cows, twenty sheep, fifteen goats, thirty chickens and two donkeys. My grandparents are very busy every day. They get up early in the morning. My grandfather Elmi milks the cows and feed them, he waters the trees and plants, and then he cuts the weeds with an axe. My

grandmother Halimo milks the sheep and goats then feeds them. She collects eggs and feeds the chicken and donkeys. I help my grandparents every day and I like to be with animals.

1. Where does Omar go on summer holiday?

He goes to his grandfather's farm in Damerjog.

2. How many sheep do his grandparents have?

His grandparents have twenty sheep.

3. Who feeds the donkeys?

His grandmother Halimo feeds the donkeys.

4. What does Elmi do every morning?

Every morning Elmi helps his grandparents.

5. What does Omar like to do?

Omar likes to be with animals.

Lesson Practice in the Student Book on pages XX

Language Focus: Determiners & Indefinite Pronouns

Determiners: Indefinite Pronouns

This/ these Everywhere/ somewhere/ anywhere

That/ those Everything/ something/ nothing

F. Dialogue. Read and underline the determiners. Circle the indefinite pronouns.

Hawa and Asli meet at the restaurant. They discuss about life in the countryside.

Hawa: I like to visit the countryside and life is easy there. You can run everywhere without worrying about a cars.

Asli: I went once but I didn't have good time there. I was young that time and I was afraid of everything that moves, even ants. We stayed two days and it was raining. We didn't visit anywhere.

Hawa: Oh! You didn't have a chance. I have a lot of cousins in the countryside, when I am there, if I want to go somewhere, those who have nothing to do go with me. If I want to drink something, these men who herd the goats and sheep give me animal milk.

Asli: Gross! How can you drink that milk? They smell like animal.

Hawa: It is delicious. I like animal milk.

Asli: We are different. I don't think I would like that at all.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: If you want to go somewhere in the countryside, contact that

number.

Student 2: Who owns this number?

Student 1: He is a tourist guide and he will show you everything in the countryside.

Student 2: Interesting! And how much should I pay him?

Student 1: It depends on what you want. If you want to buy something, you tell him. Everything you want he is there for you.

Student 2: Good! Thank you for the information. You are someone that knows everything.

Lesson Production in the Student Book on pages 156-157.

H. Read about Houmed holiday in Dittilou. Underline the indefinit pronouns

and circle the determiners.

During my holiday last year, I went to Dittilou with my parents. Some of their relatives live there.

That land is green and wet. It rains every day and everywhere you walk, you can see these plants and grasses. There are high mountains and some huts on the top of the mountain. When you look from far, the goats and sheep on the mountain look like small white stones. When you come closer the huts where these families live, you smell the wood they use to cook, the tea, and everything they eat. In the evening, they make a big fire and everyone sits around. They discuss about everything they did all day long. I like this moment and I tell them everywhere I visited this day.

I. In your copybook, describe a place that you have visited. Draw a picture that matches your description

Student response will vary.

J. Share your writing with a partner. Take notes on your partner's description.

K. Find the intruder! Shark doesn't fit because it is an animal in the water.

1. Play the game with 2-4 partners.
2. Take turns picking a box.
3. Read the words in the box & find that word that doesn't belong.
4. Take turns until you have found all the intruders.

Shark, computer, travel, everyone, glass, orange, farmer, cookies, apple, building

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about your favorite thing about the countryside.

Unit 8

Lesson 26:

In this lesson, students will...

- compare locations
- express degrees of difference

Lesson Presentation in the Student Book on pages 158-159

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What places do you see in the pictures? I see a beach, a museum, a stadium and a supermarket.
2. How are these places different from each other? Some places are open spaces and crowded like the beach and the stadium and other places are closed and calm like the museum.
3. Have you visited these locations? Yes, I have been to a beach, a stadium and a supermarket.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.
Schoolyard, cemetery, mosque, plaza, meeting center.

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Select the correct answer.

1. A museum is quieter than
a. the beach. b. your room. c. the library.
2. The theater is as noisy as
a. a museum. b. a stadium. c. a bank.
3. The supermarket is bigger than
a. a kiosque. b. an apartment. c. a city.
4. Hamoudi Mosque is located in
a. Place Menelik. b. Ambouli cemetery. c. Place Mahamoud Harabi.

Lesson Practice in the Student Book on pages 160

Language Focus : Making Comparisons

The schoolyard is noisy The market is noisier The stadium is the noisiest

The schoolyard is quiet The market is less quiet The stadium is the least quiet

The sea is beautiful The sunset is more beautiful The sunrise is the most beautiful.

C. Fill in the blank spaces to show a comparison.

1. Bawadi mall is more spacious than Hamoudi mall but, Bawadi mall is the most spacious (spacious)

2. The Palais du People is taller than the RTD, but Salaam Tower is the tallest. (tall)

3. The hotel room is more comfortable than a furnished rented house. An unfurnished house is the least comfortable (comfortable).

4. Doraleh Multipurpose Port is more sophisticated than the old Djibouti port. (Sophisticated)

5. Kempensky is the most expensive hotel in Djibouti. (Expensive)

D. Complete the sentences using the adjectives: salt, small, beautiful, high, low, & hot.

Djibouti is the hottest country in east of Africa. The country has many touristic places. Lake Assal is the lowest point in Africa and is saltier than the sea. Sables Blancs beach in Tadjourah is one of the most beautiful beach in Djibouti. Moussa Ali Mountain is higher than Goda Mountain. Djibouti is the smallest country in the region.

E. Listen carefully. Then answer the questions in complete sentences.

Script:

The travel from Djibouti to Hargeisa by car is very hard. Most of djiboutians go to Hargeisa for their summer holiday. The travel starts from Loyada, the border, in the afternoon. The passport control is crowded. You have to stand in a long line to check your passport. At 7 o'clock pm, after having dinner, passengers get into the cars. In each car, there are 10 passengers and the driver. There is not enough place to move your feet. The car moves all night and only stops for a few moments to stretch its legs. The trip ends in Hargeisa at 8 am.

Everyone is very tired and your only wish is to lie down to sleep.

1. Where do most Djiboutians travel during the summer holiday?

Most djiboutians travel to Hargeisa during summer holiday.

2. What is passport control like?

The passport control is crowded.

3. How many passengers are there in a car?

There are ten passengers in a car.

4. When does the car arrive to Hargeisa?

The car arrives to Hargeisa next morning at 8 o'clock.

5. How do the passengers feel at the end of the trip?

Passengers are very tired at the end of the trip.

Lesson Practice in the Student Book on pages XX

Language Focus: Making comparisons

The cinema is big enough. The classroom is not big enough. It is too small.

The cinema is rather large. The classroom is very small.

F. Dialogue. Underline the words that show comparison.

Fatouma and Hasna are discussing about where to go in the weekend.

Fatouma: This weekend we have less homework than usual. Shall we go to Bawadi mall cinema?

Hasna: Bawadi mall is too far, there is no bus going near it.

Fatouma: You are right. What do you think if we organize a party at your house? We can invite our classmates.

Hasna: My house is not big enough to host a party. It is rather hot these days. How about going to the beach?

Fatouma: Good idea, the beach is the most relaxing place. What time should we meet?

Hasna: Let's meet at 11.

Fatouma: I think that is too late. We will have enough time if we meet earlier.

Hasna: Ok, let's meet at 9:00

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Let me come to your house on Friday and play video games with you

. Student 2: Videogame is very noisy. Let's play football in the street.

Student 1: Playing football in the street is too dangerous. How about playing beach volleyball.

Student 2: On Friday, the beach is very crowded, but it is enough spacious to find a place to play.

Student 1: Ok, see you at the beach on Friday.

Lesson Production in the Student Book on pages 162-163.

H. Read and underline the words that show comparisons.

Hamoudi mall is located in downtown, in Rimbaud Square. Rimabaud Square is the plaza downtown.

It opened in 2021 and is newer than Bawadi mall, which is opened in 2018. Hamoudi Mall is large enough to have many business spaces like shops selling clothes, perfumes, and household

appliances. Pharmacies, banks, and restaurants are also open there. Bawadi Mall is more modern and more spacious than Hamoudi mall. It has a big parking lot, a bakery, and many restaurants with different specialties such as Chinese, Indian and Arab food. Bawadi Mall has different shops selling shoes, make up, and perfumes. Inside the mall, there is a supermarket called Géant. It is the largest grocery market in the city.

I. In your copybook, describe a place that you have visited. Draw a picture

that matches your description

Student response will vary.

J. Share your writing with a partner. Take notes on your partner's description.

K. Find the intruder!

1. Play the game with 2-4 partners.
2. Take turns picking a box.
3. Read the words in the box & find that word that doesn't belong.
4. Take turns until you have found all the intruders.

Largest, Siesta beach, largest, China, bad, better, drier, older, noisiest, rather small.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about your favorite thing about the city.

Unit 8

Lesson 27:

In this lesson, students will...

- Express contrasts between two places.
- Use conjunctions to connect ideas.

Lesson Presentation in the Student Book on pages 164-165

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the pictures? In the first picture, I see the beauty of the nature, green open spaces, mountains, trees, small houses. In the second picture, I see a busy street, people crossing the street, cars, ambulance, taxis, people waiting bus, buildings.
2. What could the people be doing? Some people are crossing the road while others are waiting buses.
3. Have you been to a place like this? Yes, I have been. No, I have not.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

Crowded, complicated, polluted, exhausted, dirtied, cleaned.

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Use the vocabulary words to complete the sentences.

1. This man commuted to work. He used a bus and walked a long distance. Some days he feels exhausted.
2. The streets become polluted and dirtied from cars and litter; however, the street are cleaned each night.
3. The bus can be very crowded when many people are commuting to work.
4. It can be complicated to use public transport in a new city.

Lesson Practice in the Student Book on pages 166

Language Focus : Conjunctions for Contrast

Although the city is noisy, I enjoy it. Contrast between two clauses.

The countryside is calm whereas the city is stressful Contrast between two things or ideas.

While the city is crowded, I enjoy living there. Contrast between two things, ideas or actions

C. Complete the sentences with although, while, or whereas

1. While many people enjoy sweet drinks, others can't tolerate sugar at all.
2. While the city is noisy and crowded, the countryside is quiet and peaceful.
3. Whereas Linda is outgoing and sociable, her twin sister is shy and reserved.
4. Although the weather forecast predicted rain, the sun was shining all day.
5. While the city experiences a heavy traffic jam, the countryside roads are quieter.
6. Some students like group projects, although others prefer to work alone

D. Combine the sentences using although, while, or whereas. There may be more than one correct answer.

1. Ahmed is always in a hurry. His cousin prefers to take things slowly.
-While Ahmed is always in a hurry, his cousin prefers to take it slowly.
-Ahmed is always in a hurry while his cousin prefers to take it slowly.
2. The city offers numerous job opportunities. It can also be crowded and noisy.
-Although the city offers numerous job opportunities, it can also be crowded and noisy.
-The city offers numerous job opportunities, although it can also be crowded and noisy.
3. I enjoy the convenience of living in the city. My mother appreciates the tranquility of the countryside.
-Whereas I enjoy the convenience of living in the city, my mother appreciates the tranquility of the countryside.
- I enjoy the convenience of living in the city whereas my mother appreciates the tranquility of the countryside.
4. Citizens are surrounded by skyscrapers. Rural residents enjoy open spaces and greenery.
-While citizens are surrounded by skyscrapers, rural residents enjoy open spaces and greenery.
-Citizens are surrounded by skyscrapers while rural residents enjoy open spaces and greenery.
5. Children in the city do more indoor activities. Children in the countryside do more outdoor activities.
-While children in the city do more indoor activities, children in the countryside do more outdoor activities.
-Children in the city do more indoor activities while children in the countryside do more outdoor activities.

6. Urban residents have access to public transport. Rural residents may use animals or shared cars.
-Whereas urban residents have access to public transport, rural residents may use animals or shared cars.

Urban residents have access to public transport whereas rural residents may use animals or shared cars.

E. Listen carefully. Then answer the questions in complete sentences.

Script:

The first time I visited the north of Djibouti, the beauty of these lands surprised me. We travelled from Djibouti to Tadjourah by boat. We went to Sables Blancs beach, one of the most beautiful beach of Djibouti, which is crowded by foreign tourists. They were exploring the wonder of the seabed by doing scuba diving. In the afternoon, you enjoy the wonderful sunset. In the evening, you hear the music of the small parties organized by tourists at the edge of the beach.

1. Where does the narrator visit?

He visited the north of Djibouti, Sables Blancs beach in Tadjourah.

2. What is the name of the beach?

Sables Blancs beach.

3. What did foreign tourists do?

Foreign tourists were exploring the wonder of the seabed by doing scuba diving.

4. Where do they organize their parties in the evening?

They organize their parties at the edge of the beach.

Lesson Practice in the Student Book on pages 167

Language Focus: Conjunctions for Contrast

Conjunctions help to connect two ideas.

The city is noisy, however I enjoy living there. Contrast between two clauses.

F. Dialogue. Read and underline the conjunctions.

Grandma: Why are you always in a hurry my dear? Walk slowly and watch your step.

Aicha: Sorry grandma, I have to be on time for school. Time is money in the city.

Grandma: Although time may be precious, we must enjoy the beauty of nature in the countryside.

Aicha: But grandma, you do not see the opportunities the city offers. I have access to a good education and have more entertainments in my free time.

Grandma: Whereas in the countryside, we have space to breathe, clean air and a real sense of community, you may have access to many things in the city.

Aicha: You are right grandma. The countryside life is quieter and slower while the life in the city is

busy and stressing. However, we have to make our future better that is why we are always in a hurry.
Grandma: That is fine, my dear. Just remember to slow down and appreciate the simpler things in life.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Where do you like to live? In the city or countryside?

Student 2: I prefer to live in the countryside because I like wide open spaces.

Student 1: I like to live in the city although life there is stressful.

Student 2: People in the countryside enjoy the beauty of nature.

Student 1: While the life in the city is busy, the rural resident has tranquility.

Lesson Production in the Student Book on pages 168-169.

H. Read and underline the conjunctions.

New York City and Dittilou offer contrasting experiences for visitors. While New York City has towering skyscrapers, crowded streets and vibrant nightlife, Dittilou offers a serene life with green landscapes and peaceful ambiance. Whereas the city never sleeps, the countryside embraces tranquility. Although New York City is famous with its many attractions like Time square and Central Park, Dittilou attracts tourists with its natural beauty and simplicity.

I. Choose two of the locations below. In your copybook, describe and contrast the two

locations.

Student response will vary.

J. Share your writing with several partners. Make notes of their recommendations.

K. Find the intruder!

1. Play the game with 2-4 partners.
2. Take turns picking a box.
3. Read the words in the box & find that word that doesn't belong.
4. Take turns until you have found all the intruders.

Quiet, tranquility, stressful, Dittilou, slow, peaceful, farm, Dubai, Moussa Ali Mount, crowded.

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Unit 9

Lesson 28:

In this lesson students will...

- describe urban environments.

Lesson Presentation in the Student Book on pages 170-171

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the picture? I see cars, people and buildings.
2. What could the people be doing? The people are walking to their homes.
3. Have you been to a place like this? Yes, I have/No I haven't.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

grilled

crowded cleaned cleaned cleaned complicated polluted dirtied
exhausted embarrassed

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Use the vocabulary words to complete the sentences.

1. This man commuted to work. He used a bus and walked a long distance. Some days he feels exhausted.
2. The streets become polluted and dirtied from cars and litter; however, the streets are cleaned each night.
3. The bus can be very crowded when many people are commuting to work.
4. It can be complicated to use public transport in a new city.
5. To make people feel badly about their social or personal mistakes. Embarrassed.

Lesson Practice in the Student Book on pages 172

Language Focus: Past Participles as Adjectives

The street was cleaned. -----> The cleaned street was free of litter.

The map of the city was complicated. -----> The complicated map did not help me find the shop.

The man was exhausted. -----> The exhausted man feels asleep on the bus.

Think. What do you like about urban and rural places?

C. Complete the sentences using the appropriate adjective.

1. Amina was bored on the bus ride. The bored girl fell asleep on the bus.
2. The trip to Paris was complicated. The complicated trip required a plane, train, and bus ride.
3. The street was crowded with people. The crowded street was busy.
4. The family was exhausted after their travel. The exhausted family needed a rest.
5. There was trash in the sea, it was polluted. We must clean the polluted sea.
6. He was impressed by the large skyscraper. The impressed man said, "Wow! That's amazing."

D. Answer the questions below..

1. The exhausted runner	a. caused the students to be late for school
2. The jammed traffic in the city	b. confused the tourists. They were lost!
3. The cooled classroom	c. could not find his mother in the store.
4. The complicated directions	d. crossed the race finish line in first place.
5. The frightened child	e. has an air-con and a fan.

E. Listen & Respond to the questions.

Script:

Dictogloss

Urban is where there are brand new and old buildings. In these buildings are malls and shops. People feel embarrassed when they visit new shops because they don't have any ideas, that they sell expensive items. The downtown began in this old, dusty section. The crowded market is where cheap items are sold. Cheap goods are sold.

Lesson Practice in the Student Book on pages 173

Language Focus: Complex Noun Phraes

This may serve as a the subject of a sentence. A noun phrase include the noun and it's modifiers.

The cleaned street was free of crumpled old papers.

The complicated map did not help me find the newly opened clothing shop

F. Dialogue. Read and underline the noun phrases.

Aden: Hi there! Have you seen the renovated downtown area?

Aisha: Yeah, I've wandered around a bit. It can get pretty crowded in the downtown area, especially on weekends.

Aden: Is it worth visiting then? I've heard it's boring.

Aisha: I went with my friends. A few of them were bored. My bored friends left just before we saw some of the renovated buildings. I love to explore new places.

Aden: Have you ever felt embarrassed while exploring?

Aisha: Of course. I find it hard to understand complicated maps. Once I get over the embarrassed feeling, I usually have a great adventure.

Aden: Interesting! Despite that, were you impressed by anything in particular?

Aisha: Absolutely! The buildings downtown are stunning. And the street vendors sell delicious grilled chicken

G. G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Have you been to the renovated place downtown?

Student 2: Yes! I felt excited. It was impressive. Have you been there yet?

Student 1: Yes. I went last weekend. I felt confused. It was newly opened.

Student 2: There were many frightened people.

Student 1: I saw many cleaned buildings.

Student 2: Afterwards I felt embarrassed.

Student 1: I felt exhausted.

Lesson Production in the Student Book on pages 174-175.

H. Read the weather forecast. Read and underline the adjectives. Circle the conditional statements.

In New York city, there is an area called Times Square.

There are lighted signs. The street are crowded with taxis. The sidewalks are crowded with people. There are many tourists -- they are hurried and excited to see the sights. There are also street vendors that sell grilled foods and drinks to tourists.

There are many streets in New York. People can get lost in the complicated subway system. It's okay to feel embarrassed though. Confused tourists often ask business owners directions.

I. I. Choose one of the images below. Describe what you see. Tell what could be happening.

Student response will vary.

J. Share your description with a partner. Tell what you will do during the week.

K. Guessing game. Take turns describing what you will do in each scene.

1. Select a picture to describe, but don't tell your partner.
2. Tell what you see in the image. Be sure to use adjectives.
3. Your partner gets 1 guess!

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about What is your favorite urban place to visit?

Unit 9

Lesson 29:

In this lesson students will...
describe rural environments.

Lesson Presentation in the Student Book on pages 176-177

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What do you see in the picture? I can see animals and trees.
2. What could the animals be doing? They are eating the grass.
3. Have you been to a place like this? Yes, I have.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

damaged delighted wooded
protected relaxed

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. Fewer people live in rural environments than in rural environments.
True. Rural areas are less crowded with people.
2. Forests are wooded areas. Many of them are protected.
True. Some wooded areas, or forests, have many trees.
3. Rural mountain areas are heated by the winds.
False. People may feel relieved to be areas that are cooled by mountain winds.
4. People only visit rural areas. False. Many people are delighted to live there too.
5. The rural places are crowded and noisy. False. Rural areas are less crowded with people.

Lesson Practice in the Student Book on pages 178

Language Focus: Past Participles as Adjectives

Some past participles are made with an -n or -en, ending.

frozen chosen hidden forgotten

broken fallen written shaken

C. Fill in the blank spaces using present continuous & modal verbs.

1. The scared boy jumped over the wall. (scare)
2. The broken tree branches littered the ground. We can collect the fallen branches. (break, fall)
3. People were able to skate on the frozen lake. (freeze)
4. In the mountains there is a hidden waterfall. We can hike to see it! (hide)
5. We can also visit a forgotten cabin. (forget)
6. There is a hand-written sign that points the way. (hand-write)

D. Find the mistake. Then write the sentence correctly.

1. The breaked/broken fence caused us to lose a few goats.
The broken fence caused us to lose a few goats.
2. We decided on walk on the hidden/hided path through the forest.
We decided on walk on the hidden path through the forest.
3. The freezed/frozen ground made it hard for the farmer to dig a hole.
The frozen ground made it hard for the farmer to dig a hole.
4. The wind was blowing fiercely. The shaked/shaken glass windows made me scared.
The wind was blowing fiercely. The shaken glass windows made me scared.
5. A sheep got lost near a cliff. We found the fallen/falled sheep near the lake.
A sheep got lost near a cliff. We found the fallen sheep near the lake.
6. The choosed/chosen path was in a wooded area.
The choosed/chosen path was in a wooded area.

E. Listen & Respond to the questions.

Script:

Rural place is a place far away from urban. Rural places have a very good places to visit and enjoy. There is no traffic jams, which is found in an advanced urban. The roads are damaged. There are rivers, and streams which runs during rainy season. People and animals couldn't drink frozen water in the rivers. There are huge forests which have big and old trees. In the forest, differrent animals live in. Some animals are very tiny and some animals are very huge. In the rural places, there are high mountains as well as low mountains. People are delightedto climb mountains. Rural people grow farms. They plants fruits and vegetables. They sell their produce to local markets or they take to city markets.

Lesson Practice in the Student Book on pages 179

Language Focus: Irregular Past Participles as Adjecctives

Some past participles are irregular. These can also be used as adjectives

build / built	shoot / shot	read / read	find / found
sink / sunk	burn / burnt	hurt / hurt	catch / caught

F. Dialogue. Read and underline past participles that act as adjectives.

Omar: Have you ever been to the mountains or a wooded place?

Bilan: I went to a wooded area. There was a storm a week before we arrived.

Omar: Wow! What happened?

Bilan: A tree was struck by lightning. It caused a fire.

Omar: Were there many burnt trees?

Bilan: The lightning-struck tree was charred. I saw many broken, burnt branches on the ground.

Omar: Were there any animals harmed during the fire?

Bilan: Yes! Some scared animals ran away. We even helped a hurt animal that day.

Omar: What else did you do in the mountains?

Bilan: We visited a lake. We went fishing.

Omar: Did you enjoy it?

Bilan: I liked being in a boat on the lake. I felt relaxed, but the caught fish moved around in the boat too much.

Omar: I don't like fishing, but I do like to hunt for animals. My sister is scared when we bring a shot animal home.

Bilan: Yes, sometimes the harmed animals can make you sad, but they provide us with meat and keep us healthy.

G. Use the words in the box to make your own dialogue. Practice with a partner.

Each student's dialogue will be different. The dialogue below is an example:

Student 1: Have you been to the rural areas of Ethiopia?

Student 2: Yes, I saw frozen lake(s) .

Student 1: Oh wow. What else did you see.

Student 2: There were fallen branch(es).

Student 1: I have been to rural Djibouti.

Student 2: Did you see wooded area(s)?

Student 2: Yes, and there were burnt fences

Student 1: No, the road are hidden path.

Lesson Production in the Student Book on pages 180-181.

H. Read and underline past participles that act as adjectives.

Lac Assal and Lac Abbe are two unique lakes in Djibouti. Lac Assal is 120Km from Djibouti city. Whereas lac Abbe is 155Km from Djibouti city. Lac Assal is a place where salted water dries, but Lac Abbe is where heated water comes from the ground. Lac Assal is a place where it has white salt flats around it and is the lowest point in Africa. Lac Abbe is a place where there are special

stones called limestone. They are tall like towers. The sunken areas have heated water. They are formed when hot springs combine with lake water.

Although Lac Assal and Lac Abbe have different characteristics, they are unique and worth visiting. Both lakes seem hidden from urban areas. Many people travel to visit, but a chosen few decide to swim in the lakes. The salted water in Lac Assal can

I. Choose one of the images below. Describe what you see in both images.

Student response will vary.

J. Share your writing with a partner. Take notes about your partner's writing.

K. Guessing game. Take turns describing what you will do in each scene.

1. Select a picture to describe, but don't tell your partner.
2. Tell what you see in the image. Be sure to use adjectives.
3. Your partner gets 1 guess!

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about your favorite urban place to visit? home.

Unit 9

Lesson 30:

In this lesson students will...
talk about future or imaginary situations.

Lesson Presentation in the Student Book on pages 182-183.

Use the big picture to help students activate prior knowledge and answer the warm-up questions.

Warm Up Questions

1. What can you say when you don't understand someone? You can say when you don't someone 'Could you repeat that'
2. Why should you repeat what someone said? You repeat what someone said to make it clear.

Vocabulary Introduction

Follow the procedure for Vocabulary Introduction in the Teacher's Guide on page 10.

recycled climate change polluted litter

A. Listen, Read, and Repeat

Follow the procedure for Listen, Read and Repeat in the Teacher's Guide on page 11.

B. Tell if the statement is true or false.

1. In the future, the narrator would like to live in the city. True. In the future, I want to live in a city.
2. They would make laws to prohibit litter and plastic bags. False. If I could make a law, I would make plastic bags prohibited.
3. They would have had more shade if they had planted trees. False. If we had planted trees and shrubs when I as younger, we could have had more shaded areas and cleaner air now.
4. The narrator is not concened about climate change. False. I would also suggest that most products be made of recycled materials

Lesson Practice in the Student Book on pages 184

Language Focus: Second Conditional

We can use second conditional to talk about the future and possible scenarios.

Present --> Future / Imagined Scenario

If I had a bike --> I would ride to school.

I could plant a garden <-- if I lived in a rural area.

C. Complete the sentences by changing the verb tense and adding could or would.

1. If I had more money, I would travel more. (have, travel)
2. If we reduced car emissions, we would have less air pollution in the city. (reduce/have)
3. We could use cleaner energy sources if we installed windmills and solar panels. (use, install)
4. Do you think we would be happier if we lived in the countryside? (be, lived)
5. If I lived near the sea, I would be a fisherman. (live, be)
6. If we had family that lived in Ethiopia, we would visit more often. (have, visit).

D. Fill in the gaps and then match the two parts of the sentence.

1. If they had enough money (have)	a. if we met with their leaders. (meet)
2. If Hasna studied diligently (study),	b. if I would be a science teacher (to be).
3. If I am elected to be president (elect)	c. they would buy an electric car. (buy)
4. I would build better technologies to keep people cool in their homes. (build)	d. she would earn a degree in Computer Science. (earn)
5. I would teach children how to care for the environment. (teach)	e. if I worked as an Engineer. (work)
6. We would learn how other towns manage litter (learn)	f. I would make laws to mitigate climate change. (make)

E. Listen & Respond to the questions.

Script:

In the future we could change our environment, if people did their best, we could make a big difference. If we recycled more by using bottle banks and chosen public transport over cars, it would reduce pollution. If we did these things, we could protect the environment and make it cleaner and safer. If we also found alternative fuels instead of relying on gas, like petrol, we would lessen our impact on the planet. If harmful things were prohibited and we recycled more, we would avoid making too much rubbish ? If we walked we would reduce the traffic jams. If everyone did their part, even in small ways, we could make a healthier future for our planet.

Lesson Practice in the Student Book on pages 185.

Language Focus: Third Conditional

We can use third conditional to talk about the outcome of a situation if actions in the past were different.

Past Action --> Outcomes

If I would had bought a bike, --> then I could have ridden to school every day.

We could have planted crops <-- if we had moved to a farm.

F. Dialogue. Read and underline the future actions.

Hasna: I am so excited about the summer holiday. I plan to attend a camp for future engineers.

Houmad: Wow! That is amazing. What will you do there?

Hasna: We will learn about climate change and the economy. We will investigate questions like, "If we had built windmills, would we have less pollution in Djibouti?"

Houmad: That's interesting. If we had installed windmills, we could use wind energy.

Hasna: Exactly. But it is not too late! We could install windmills and solar panels, if we wanted to do it.

Houmad: True. If petrol cars had been prohibited or limited, there would be less air pollution.

Hasna: Yes, but if petrol cars and trucks were prohibited, we would have a different economy.

Many people in our country work to transport goods.

Houmad: I see. These are not easy solutions. If we have more students like you working to solve these problems, we could improve the country for everyone.

!Hasna: Absolutely! If you register, you could come to the camp too

Houmad: If I had known about the camp, I would have attended. I will definitely go next year.

G. Add actions to the box. Use the words in the box to make your own dialogue. Practice with a partner.

Student 1: What would have happened if we planted fewer trees?

Student 2: If we planted fewer trees, we would have less shady areas .

Student 1: But, what wouldn't have happen if we had more litter?

Student 2: If we have more litter, we would recycle more.

Student 1: What would have happened if have more pollution?

Student 2: If we have more pollution, we would prohibit petrol car.

Student 1: But, what wouldn't have happen if prohibit plastic bags?

Student 2: If we prohibited plastic bags we would have less litter.

Lesson Production in the Student Book on pages 186-187.

H. Read and underline the future actions.

Farmlands could be impacted by climate change, if we don't take action. If there is a drought, crops could dry up. If there aren't enough crops, we wouldn't have enough food for people. If we shipped

water to the farmlands, we could prevent crops from drying up. Sometimes the farm animals eat rubbish. If we prevent rubbish from being placed in rural areas, we could keep animals from eating it. If farmers would have built fences, they could have kept the animals away from the rubbish.

I. Choose one of the locations below. In your copybook, describe what may happen to this environment if we take/don't take actions against climate change

Student response will vary.

J. Share your writing with a several partners.

K. Guessing game. Take turns describing what you will do in each scene. Create a Poster

Follow the procedure for the Poster in the Teacher's Guide on page 17.

1. Select a picture to describe, but don't tell your partner.
2. Tell what you see in the image.
3. Your partner gets 1 guess

Think, Pair, Share

Follow the procedure for Think, Pair, Share in the Teacher's Guide on page 17.

Think about how can we protect the environment?

