

**Ministry of National Education
Agadir Academy
Zagora delegation
English Inspectorate**

Lesson Plans for the Listening Skill

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PREFACE

This booklet is a collection of lessons related to the listening skill. They are based on different listening texts (paragraphs, dialogues, interviews, etc.) taken from different sources. The booklet was achieved within the pedagogical team composed of the teachers of English in the different lycées of Zagora delegation.

The idea of preparing lessons on listening has been based on the need that teachers have expressed concerning listening materials related to the secondary school syllabus and textbooks. In order to remedy for this lack of materials, teachers got indulged into this project wherein every teacher had to submit some lessons taking into consideration the level of the students, the syllabus and the quality of the listening materials (the text and the tape). Some of these lessons were introduced in demonstration lessons, the others were revised and edited by the team according to a checklist that consisted of some criteria such as: the clarity of the objectives, the compatibility between the

objectives and the activities, relevance to the syllabus, clarity of instructions, etc.

The importance of this booklet comes from the fact that teachers work collaboratively and productively. The sources on which the lessons were based were not used as ready made materials but the teachers invested a considerable amount of effort to customize the materials to the Moroccan reality (secondary level syllabus) and teachers needs (lack of listening materials). The variety of the materials is also a positive factor in that students will be exposed to different types of listening texts and also to different situations and speakers.

We all hope that this initiative will be followed by similar projects because such kind of work contributes to teachers' professional development in materials writing and at the same time to the promotion of team and collaborative work.

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Teacher: Mohamed Oubahamou

Lesson Type: Listening / writing / speaking

Source: Title & page: Not provided

Level: 1st year (after L. 5)

Materials: BB + Tape-recorder

Estimated time: 1 hour

Tapescript:
 Interviewer: What's your name?
 David: My name's David Wilkinson.
 Interviewer: How old are you?
 David: I'm 36.
 Interviewer: Are you married?
 David: Yes, I am.
 Interviewer: How old is your wife?
 David: 34.
 Interviewer: What's her name?
 David: Her name's Sandra.
 Interviewer: Have you any children?
 David: Yes, I have. I have two children.
 Interviewer: How old are they?
 David: Simon is eight and Sarah is five.

OBJECTIVES: Students will be able to:

- listen for specific information and complete a family tree
- listen to complete a dialogue
- practice numbers, possessives and members of the family
- complete the dialogue with questions and act it out
- practice the spelling of some words in the dialogue.

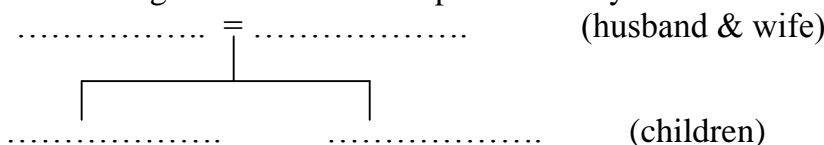
STAGES OF THE LESSON:

1- Pre-listening activities:

- Review of: numbers, possessives and members of the family and relatives + verbs (be/have).
- Introducing the dialogue.
- Vocabulary presentation.

2- While-listening activities:

- Focus question: SS listen and answer the following question:
Does David have children?
- Second listening: SS listen and complete a family tree:



- Third listening: SS listen and fill in the table.

Name	David	Sandra	Sarah	Simon
Age				

3- Post-listening activity:

- In pairs, SS read the following dialogue and supply the questions:
 Interviewer:?
 David: My name's David Wilkinson.
 Interviewer:?
 David: I'm 36.
 Interviewer:?
 David: Yes, I am.
 Interviewer:?
 David: 34.
 Interviewer:?
 David: Her name's Sandra.
 Interviewer:?
 David: Yes, I have. I have two children.
 Interviewer:?
 David: Simon is eight and Sarah is five.
- Speaking: SS practise the dialogue with their partners.
- Dictation: SS listen to dictated words from the dialogue and write them down + correction.

Reference: Not provided

Teacher: Salaheddine Belassal

Lesson Type: Listening / Writing

Source: Sunlight: A song collection; Song 4; p.

Level: 1st year (after L. 10)

Materials: BB + VA + handout + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen for gist
- listen for specific information
- show understanding of previously taught items:
days of the week; school subjects; weekend activities
- write a paragraph related to the topic of the song.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic and review of: days of the week; school subjects; weekend activities
- Vocabulary presentation:
- Pre-question: What are we going to listen to? (Students guess the answer)

2- While-listening activities:

- First listening: SS listen to check their answers, get familiar with the song and relax
- Second listening: SS listen and write down days of the week (BB) for spelling practice
- Third listening: SS listen and answer these questions:
 - Who is speaking? - What is she?
- Fourth listening: SS listen and complete the chart:

Days	School subjects
Monday	Science,, and
Tuesday
Wednesday, maths,, English
Thursday	Music,
Friday	History,, English,, art

- Fifth listening: SS listen and complete the following table (weekend activities):

Saturday	Sunday
-	- she's going to Grandma's
- she's going shopping	-
-	

3- Post-listening activity: writing

- SS write a paragraph about their weekend activities.

Tapescript: Not provided

Reference: Not provided

Teacher: Salaheddine Belassal

Lesson Type: Listening (jobs and occupations)/ Reading

Source: Easy Does It: CHEF ; p. 1

Level: 1st year (after L. 12)

Materials: BB + VA + handout + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen for gist
- listen for specific information
- show understanding of previously learned adjectives
- show understanding of the whole text.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic: food and restaurant
- Vocabulary presentation: food; chef (see the picture); king, queen; president
- Pre-question: What are we going to listen to? (Students guess the answer)

2- While-listening activities:

- 1st listening: SS listen and check their answers to the pre-question + further questions:
What is the paragraph about? What is Gene Rivers?
- 2nd listening: SS listen and choose the correct words to complete the following sentences:
a- Gene works in : i- a small hotel ii- a very small hotel iii- a large hotel
b- Gene prepares food for....: i- lazy people ii- poor people iii- important people
c- C- gene prepares... : i- bad food ii- excellent food iii- good food
- 4th listening: SS compare their answers and listen again to check for the correct answers.
- Third listening: SS listen and fill in the blanks in the paragraph:

Chef

Gene Rivers is a chef in a (1)..... Hotel. He prepares food for (2)..... people. The restaurant of the hotel is (3)..... for its (4)..... food. Gene prepares (5)..... dishes for kings, queens, presidents, movie stars, and many (6)..... people. He is the best chef in the city, they say.

3- Post-listening activity: Reading comprehension:

SS read the text and answer these questions:

- Where does Gene work? - Is he a good chef?
- Does he prepare bad food? - Is the restaurant famous?

Tapescript:

CHEF

Gene Rivers is a chef in a large hotel. He prepares food for important people. The restaurant of the hotel is famous for its excellent food. Gene prepares special dishes for kings, queens, presidents, movie stars, and many well-known people. He is the best chef in the city, they say.

Reference: Curry, Dean, 1994 (1980), Easy Does It, USIA, Washington, p.1.

Teacher: Daoud Ait Elhaj

Lesson Type: Listening / speaking / writing

Source: Easy Does It: RESEARCH SCIENTIST; p.45

Level: 1st year letters/ science (EIL1: for lessons 4 & 15)

Materials: BB + VA (a doctor in a laboratory) + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen to get the general idea (skimming)
- listen & organise specific given information
- retell the story orally
- write their own version of the text similar to the given one
- respond to oral questions about the text.

STAGES OF THE LESSON:

1- Pre-listening activities:

- introducing the topic: scientific research (via a picture of a doctor in a laboratory)
- Review of: ...too (L. 4); like, prefer (L.15)
- presentation of vocabulary: research, alone, medical laboratory

2- While-listening activities:

- 1st listening and focus question: SS listen and answer the following question:
What does Ruth Montclair do?
- 2nd listening: First part (from beginning to "...to do research."): SS listen and answer this question: What does Ruth like to do?
- Second part (from "She does not ..." to "...alone"): SS listen and answer this question: Does she want to work in a hospital?
- Third part (from "Her brother..." to the end): SS listen and answer this question: Does her brother work in a hospital?
- 3rd listening: SS listen to the whole text and answer the following questions:
 - a- Is Ruth a nurse? If not, what does she do?
 - b- Is she a scientist? Where does she work?
 - c- Does she like to work with many people?
 - d- Is Ruth also a doctor?
 - e- Is Ruth's brother a scientist? Where does he work?

3- Post-listening activity:

- **Speaking:** SS retell Ruth's story orally (some cues may be provided by the teacher on BB).
- **Writing:** SS write their own paragraph answering the following questions (about the picture):
Who do you see? What does she have on her face? Is she working? What is she looking at?
Where is she? Does she wear glasses? Is she pretty? Is she wearing a cap? Is she doing research?

4- Follow-up: Discussion

Are you a scientist? Are you a doctor? Do you like to do research?

Do you want to work in a hospital? Is your brother a doctor? Do you want to be a doctor?

Tapescript:

RESEARCH SCIENTIST

Ruth Montclair works in a medical laboratory. She is a scientist and does research. She is also a doctor but she likes to do research. She does not want to work in a hospital. She prefers to work alone. Her brother is a doctor, too, but he works in a hospital.

Reference: Curry, Dean, 1994 (1980), Easy Does It, USIA, Washington, p.45.

Teacher: Said Aflaf

Lesson Type: Listening / Speaking / Writing

Source: Dialogues for every day use: DIALOGUE 24; p.46

Level: 1st year (after L. 15)

Materials: BB + VA + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- show understanding of some vocabulary items
- listen for gist
- listen and take notes
- speak about their own experiences concerning the topic of the dialogue
- write a paragraph on the topic of the dialogue.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic through the picture
- Vocabulary presentation: pets; belong; across from; get along with; canary
- Pre-question: What do you think this dialogue is about?

2- While-listening activities:

- First listening: SS listen and check their guesses
- Second listening and focus question: SS listen and answer the following question:
Whose are the pets?
- Third listening: SS listen and list the names of the pets mentioned in the dialogue.

3- Post-listening activity: discussion

- SS talk about their personal experiences concerning pets.
- a- Do you like to have pets at home? -b. What animal do you like to have as a pet? Why?
- c. Describe your pet if you have one? -e. What do you do to take care of the pet? -f. Is it important to have pets at home? Why or why not?

4- Follow-up activity: writing:

SS write a paragraph about a pet as a writing assignment to be done in class or at home.

Tapescript:

ANIMALS

Connie: That's a beautiful cat. I wonder who it belongs to.

Gary: It belongs to the Browns. They live across the street from us.
They have three cats, two dogs, and a canary.

Connie: They certainly must like pets! But how do all those animals
get along with each other?

Gary: Don't ask me. Ask the Browns!

Reference: Dobson, Julia M., 1994 (1980), Dialogs For Everyday Use, USIA, Washington, p.46.

Teacher: Said Aflaf

Lesson Type: Listening / Speaking

Source: Easy Does It: STUDENT ; p.9

Level: 1st year (after L. 16)

Materials: BB + VA + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen for specific information
- show understanding of some vocabulary items
- show understanding of the whole text
- speak about and discuss the content of the text.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Vocabulary presentation: high school; grass; motorcycle; lawn mower.
- Introducing the topic through the picture

2- While-listening activities:

- 1st listening and focus question: SS listen and answer the following question:
How much money does Stan Brown need to buy a motorcycle?
- 2nd listening: SS listen and choose the correct words to complete the following sentences:
a- Stan Brown has b- Stan cuts..... c- Stan needs....
\$ 200 glass a book
a motorcycle books money
a lawn mower grass a lawn mower
a lot of money paper a motorcycle
- Third listening: SS listen and match the opposites:

List A	List B
- buy	- before
- after	- spend
- with	- sell
- go	- without
- earn	- come

3- Post-listening activity: comprehension questions & discussion

SS answer the following questions about the text:

- a- Does Stan need money? Why? -b. Does he cut grass, When?
- c. Does he have any money? How much? -d. Does he ask for work? When?
- e. Does he have a lawn mower? -f. Does he need more money? How much?

Tapescript:

STUDENT

Stan Brown is a high school student. He needs money to buy a motorcycle. So, after school and on Saturdays, he cuts grass to earn money. He has a lawn mower with a motor. He goes from house to house to ask for work. So far, he has \$200. He needs \$1,500.

Reference: Curry, Dean, 1994 (1980), Easy Does It, USIA, Washington, p.9.

Teacher: Mohamed Oubahamou

Lesson Type: Listening

Source: Easy Does It: MUSICIAN: p. 23

Level: 1st year (after L. 18)

Materials: BB + VA + handout + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen for gist
- listen and choose the correct answer
- listen for specific information
- listen and answer comprehension questions
- speak about and discuss the topic of the text.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Review of: regular past forms
- Introducing the dialogue
- Vocabulary presentation: music; musician (see the picture); band; famous; star
- Pre-question: What is the text about? (Students guess the answer)

2- While-listening activities:

- 1st listening: SS listen and check their answers to the pre-question:
- 2nd listening: SS listen and choose the correct words to complete the sentences:
 - a- Jay plays b- Jay and his friends are
 - the piano high school students
 - tennis rock musicians
 - the guitar very rich
- 3rd listening: SS listen and answer the following questions:
 - a- How many friends does Jay have?
 - b- What do they want to be?

3- Post-listening activity:

- In pairs, SS practise asking and answering the following questions:
 - a- Who is Jay Smith?
 - b- What does he play?
 - c- Where does the band play?
 - d- Are Jay and his friends stars?
 - e- What do they want to be?

4- Follow-up: Discussion:

What music do you like? Do you any know English singers?
Do you play a musical instruments? Etc.

Tapescript:

MUSICIAN

Jay Smith is a musician. He plays the guitar. He and three of his friends have a rock music band. They play for dances at high schools and colleges and sometimes for television pangrams. They work hard and someday they expect to be rock music stars They want to be rich and famous.

Reference: Curry, Dean, 1994 (1980), **Easy Does It**, USIA, Washington, p.23.

Teacher: Bassou Ait Berka

Lesson Type: Listening & speaking

Source: Easy Does It: BUS DRIVER; p. 3

Level: 1st year (after lesson 28)

Materials: BB + VA + Handouts + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: By the end of the lesson students should be able to:

- listen for gist
- recognize and use some vocabulary items
- choose the right answer
- show understanding of the whole listening text by responding to a set of questions
- respond orally to questions about the text.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Warm-up: setting the scene for the listening activity
- Vocabulary presentation:

2- While-listening activities:

- 1st listening + focus question: What is the text about?
- 2nd listening + Multiple choice exercise:
 - i- John Burns is a
 - a- car driver b- teacher c- bus driver
 - ii- John needs
 - a- a bus b- more money c- a wife
- 3rd listening & speaking practice:
 - What is John Burns?
 - What does he do on weekends and holidays?
 - Where does he take tourists?
 - Why does he need extra money?

3- Post-listening activity:

Students volunteer to go in turns in front of their classmates and imagine they were John Burns. Their friends ask them questions for which they provide answers.

Examples of questions: What's your name? What do you do? What do you do during the weekend? Why do you work? What do you want to buy? Where do you take tourists?

Tapescript:

BUS DRIVER

John Burns drives a bus on weekends and holidays. He works part-time for a large bus company in the city. During the week, John is an auto mechanic. He works part-time to earn extra money. He and his wife want to buy a house. John takes tourists on special trips to visit historic places.

Reference: Curry, Dean, 1994 (1980), Easy Does It, USIA, Washington, p.3.

Teacher: Daoud Ait Elhaj

Lesson Type: Listening / speaking / writing

Source: Easy Does It: Teacher; p. 39

Level: 1st year letters/ science (EIL1: for lessons 26, 27 & 28)

Materials: BB + VA (a teacher / students / a classroom) + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen to get the general idea (skimming)
- listen & organise specific given information
- report the story orally
- write their own version of the text similar to the given one
- respond to oral questions related to the text.

STAGES OF THE LESSON:

1- Pre-listening activities:

- introducing the topic: scientific research (via a picture of a doctor in a laboratory)
- review of: How many...? (L.26 & L.27), words with: verb+er, e.g. teach+er (L.28)
- presentation of vocabulary: elementary, grade, patient.

2- While-listening activities:

- 1st listening and focus question: SS listen and answer the following question:
What does Marjorie Kincaide do?
- 2nd listening: First part (from beginning to "...18 girls."): SS listen and answer this question: What grade Marjorie teach?
- Second part (from "She likes ..." to the end): SS listen and answer this question: Does she help her students?
- 3rd listening: SS listen to the whole text and answer the following questions:
 - f- How many students does Marjorie Kincaide have?
 - g- How many boy-students does she have?
 - h- How many girl-students does she have?
 - i- Does she like her students?
 - j- Do her students like her?
 - k- Is she a good teacher? Why?

3- Post-listening activity:

- **Speaking:** SS retell Marjorie's story orally.
- **Writing:** SS write their own paragraphs about Marjorie.

4- Follow-up: Discussion

Do you want to be a teacher? Why? Are you a good student?

What subjects are you good/terrible at? Do you like to help people? Are you patient?

Tapescript:

TEACHER

Marjorie Kincaide is a teacher in an elementary school. She teaches grade four. She has 33 students in her class, 15 boys and 18 girls. She likes her students, and her students like her. She is very patient and helps them a lot. She is a very good teacher.

Reference: Curry, Dean, 1994 (1980), **Easy Does It**, USIA, Washington, p.39.

Teacher: Tarek ATTA

Lesson Type: Listening / reading / writing

Source: : **The paper boy ; p.**

Level: 1st year L/ 2nd year Sc.(after L.)

Materials: BB + VA + handout + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- recognise and use some vocabulary items
- listen for gist
- listen for specific information
- practice comparatives, adjectives and tenses
- write a paragraph.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic through a picture.
- Vocabulary presentation: paper boy, customer, save, deliver.

2- While-listening activities:

- 1st listening: SS listen and answer these questions:
How many customers take the newspaper every day? When does John get up in the morning?
- 2nd listening: SS listen and say whether the following statements are true or false:
a- John delivers more newspapers on weekdays than on Sundays.
b- John has saved 500 dirhams.
- 3rd listening: SS listen and complete the following statements:
a- John gets up very early in order to
- b- John works as a paper boy because
- c- Food is cheap, so Mrs can buy anything she likes.

3- Post-listening activity: Reading and grammar practice:

SS read the text and:

- find out sentences with the comparative form.
- spot all the verbs and specify the different tenses
- find out the adjectives.

4- Follow-up:

- **Writing:** SS write a paragraph about the good and the bad things of working as a paper boy.

Tapescript:

THE PAPER BOY

John Cox is a paper boy. He delivers newspapers every day to different houses in his neighborhood. He has about 80 customers. About one-half of his customers only take the paper on weekdays, and about one-half take the paper on weekdays and on Sundays. Two of John's customers only take the paper on Sundays.

John has to get up at 4:30 every morning to deliver his papers. It takes longer to deliver the papers on Sunday. The papers are twice as big as on weekdays.

John is saving his money to buy a new bicycle. He also is saving money for college. He has already saved \$500.

Reference:

Teacher: Mohamed Oubahamou

Lesson Type: Listening / Reading / Writing / speaking

Source: Easy Does It: ARTIST ; p. 129

Level: 1st year (after L. 45)

Materials: BB + VA + handout + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen for gist
- listen for specific information
- listen and complete a dialogue in writing
- talk about their own hobbies.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Review of: simple past forms
- Introducing the dialogue
- Vocabulary presentation: hobby; enjoy; retirement; art materials (see the picture).

2- While-listening activities:

- 1st listening and focus question: SS listen and answer the following question:
What's the text about?
- 2nd listening: SS listen and say whether the following statements are true or false:
d- Howard enjoys his hobby.
e- Howard never studied art.
f- Howard is retired.
g- Howard teaches at the community center.
- 3rd listening: SS listen and fill in the text (handout the text without including the verbs) with the missing verbs in the past:

3- Post-listening activity:

- In pairs, SS read the following dialogue and supply the questions:

You:

Howard: My name's David Wilkinson.

You:

Howard: I studied at the community center.

You:

Howard: paint, brushes and talent.

You:

Howard: I enjoy it very much.

4- Follow-up: SS talk about their hobbies.

Tapescript:

ARTIST

Howard Tanner has a new hobby. He has taken up painting. After his retirement, he decided to *learn* to paint. He took art lessons at the community center. He bought some paint, some brushes, and some canvases. Today, he spends many hours enjoying his life as an artist.

Reference: Curry, Dean, 1994 (1980), Easy Does It, USIA, Washington, p.129.

Teacher: Said Aflaf

Lesson Type: Listening / speaking / writing

Source: Dialogues for every day use: DIALOGUE 18; p.37

Level: 1st year (after L. 45)

Materials: BB + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- show understanding of some vocabulary items
- listen for specific information
- speak about themselves concerning the topic of the dialogue
- write a parallel paragraph.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic: musical instruments
- Vocabulary presentation: to be pretty good at something; to have talent; to sound nice; to sing; violin; flute

2- While-listening activities:

- First listening and focus question: SS listen and answer the following question:
Is Anne good at playing a musical instrument or at singing?
- Second listening: SS listen and make a list of all the musical instrument mentioned in the dialogue

3- Post-listening activity: Discussion

- Do you like music? – What type of music do you like?
- Do you play any musical instrument? - Do you like to sing?
- Do you sing well? – Who are your favourite singers?

4- Follow-up: Writing:

Students write a paragraph about the discussed points.

Tapescript:

MUSICAL INSTRUMENTS

(Sound of piano playing)

Anne: Listen! Somebody's playing the piano.

Betty: Yeah, it sounds nice, doesn't it? I wish I could play a musical instrument.

Anne: Don't you play the violin?

Retry: No, but my sister does.. Actually she's pretty good at it.

Anne: I took flute lessons for a couple of years; but I never learned to play very well.

I guess I don't have any musical talent.

Betty: Oh, that's not true. You sing very well. I can't even do that!

Reference: Dobson, Julia M., 1994 (1980), **Dialogs For Everyday Use**, USIA, Washington, p.37.

Teacher: Mohamed Oubahamou

Lesson Type: Listening

Source: Easy Does It: CHEMIST; p. 69

Level: 1st year (after L. 45)

Materials: BB + VA + handout + Tape-recorder

Estimated time: 1 hour

Tapescript:

CHEMIST

Cynthia Thorne studied chemistry at the university for six years. She graduated and started to work for a paint company. She worked there for three years. Two years ago she began to work for a large drug company. Today she is the chief chemist of the company.

OBJECTIVES: Students will be able to:

- listen for gist
- listen for specific information
- comment on a picture
- practice simple past forms + How long

STAGES OF THE LESSON:

1- Pre-listening activities:

- Review of: regular and irregular past forms / How long
- Introducing the dialogue
- Vocabulary presentation: graduate; chemist (see the picture)
- Pre-question: What is the text about? (Students guess the answer)

2- While-listening activities:

- 1st listening: SS listen and check their answers to the pre-question:
- 2nd listening: SS listen and complete the following table
(SS put a question mark when there is no answer):

Cynthia	Where?	How long?
Studied chemistry		
worked for a paint company		

3- Post-listening activity:

- Oral practice: SS ask questions on the completed table (How long ..?)
- SS fill in the blanks with the missing verbs:
Cynthia Thorne (1) chemistry at the university for six years. She (2) and (3)..... to work for a paint company. She (4) there for three years. Two years ago, she (5)..... to work for a large company. Today she is the chief chemist of the company.

In pairs, SS read the following dialogue with Cynthia and supply the missing questions:

You:

Cynthia: At the university.

You:

Cynthia: Because it's my favourite subject.

You:

Cynthia: Yes, I like my job very much.

You:

Cynthia: No, I don't want to retire now.

4- Follow-up: SS look at the picture and describe the person:

- Is she young or old? - Does she have long or short hair? - Is she happy?
- What is she taking in her hand? - What do you think she is doing?

Reference: Curry, Dean, 1994 (1980), Easy Does It, USIA, Washington, p.69.

Teacher: Khadija Zagnoun

Lesson Type: Listening / speaking / writing

Source: Talking topics, p. 84

Level: 1st year LM/ 2nd year science (after L. 45)

Materials: BB + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen and skim information
- listen and scan information to complete sentences
- listen and scan information to match adjectives and nouns
- discuss about the topic of the dialogue.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic through the following questions:
Do you like to have food at a restaurant?
What kind of restaurant do you like to go to?
What do you look for: food, service or atmosphere? Which is the most important?
- Vocabulary presentation.

2- While-listening activities:

- 1st listening and focus question: Which is the main idea of the text? Choose the right answer:
a- The speakers are comparing their visits to a restaurant.
b- One of the speakers is unhappy about his visit to a restaurant.
c- One of the speakers is recommending a particular restaurant.
- 2nd listening: SS listen and complete the following sentences from the conversation:
a- The chicken wewasn't cooked enough.
b- The was all wrong.
c- I like places.
d- The only good thing was
- 3rd listening: SS listen and match the adjectives in the list with the appropriate nouns:

Adjectives	Nouns
- French	- places
- terrible	- atmosphere
- salty	- chocolate mousse
- modern	- restaurant
- old-fashioned	- food
- wonderful	- service

3- Post-listening activity: Discussion:

Teacher writes the following cues on the blackboard. SS do a quick write, then they start discussion:

- your favourite food
- something you don't like to eat
- a drink you don't like
- a national speciality you like
- your speciality as a cook
- eating out and eating at home
- service in Moroccan restaurants.

4- Follow-up: Writing: Students write a paragraph about the discussed points (in class or at home).

Reference: Talking topics (Not complete), p.84.

Tapescript:

RON: Have you been to Maude's, the new French restaurant?

CAROL: No. but I want to go. Have you?

RON: Yes, the other night. Don't waste your money

CAROL: Really? Was it that bad?

RON: It was a awful. You know how much like French food.

CAROL: Me too. It's my favorite.

RON: Well, the service was just terrible. Too slow.

CAROL: And the food?

RON: Too salty. And the chicken we ordered wasn't cooked enough

CAROL: That's terrible.

RON: Then the atmosphere was all wrong. The inside of the restaurant was too bright and modern, and the chairs weren't very comfortable.

RON: The only good thing was the dessert. The chocolate mousse was wonderful!

Teacher: Tarek ATTA

Lesson Type: Listening / speaking / writing

Source: At the supermarket ; p.

Level: 1st year L/ 2nd year Sc.(after L.)

Materials: BB + VA + handout + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- recognise and use some vocabulary items
- listen for gist
- listen for specific information
- discuss the topic of the listening
- quickwrite their opinions and discuss them
- practice the simple past of irregular verbs.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic through a picture of a supermarket
- Vocabulary presentation: careful(ly), too much, budget, complain, can/can't afford to + verb

2- While-listening activities:

- 1st listening: SS listen and answer these questions:
How many people are in Mrs Beth's family? How much is Mrs Beth going to spend today?
- 2nd listening: SS listen and say whether the following statements are true or false:
h- Mrs Beth goes to the market every week.
i- Mrs Beth prefers to buy meat to chicken because it's cheaper.
j- Food is cheap, so Mrs Beth can buy anything she and her family like.

3- Post-listening activity:

Discussion: SS talk about the following points:

- Can you keep eating something you don't like for three days?
- Do you agree with Mrs Beth when she decided to buy chicken and not meat?
- Which is cheaper and better: shopping in supermarkets or in small shops? Why?

Quickwrite: SS respond to the following question in written and then exchange their answers:
If you were in Mrs Beth's place, how would you save more money and do good shopping?

4- Follow-up: SS listen and spot all irregular verbs in the text and give their simple past form.

Tapescript:

AT THE SUPERMARKET

Mrs. Beth Harvey goes to the supermarket two or three times a week. She has to buy food for her husband, her two children and the family cat.

Food has become expensive and Mrs. Harvey has to be careful. She has to choose the food carefully in order not to spend too much money. Her husband told her to stay within the family budget.

Today she is buying enough food for three days. She probably is going to spend \$75.00, but she is going to compare prices carefully. Meat is very expensive so Mrs. Harvey is going to buy chicken. Her family complains, but they can't afford to eat meat very often.

She tells them: "You have to learn to like chicken!"

Reference:

Teacher: Salaheddine Belassal

Lesson Type: Listening / Speaking / Writing

Source: Introductory stories for reproduction: 37; p.40

Level: 1st year LM/ 2nd year science (after L. 48)

Materials: BB + VA + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen for gist
- listen for specific information
- show understanding of the whole text
- reproduce the text in their own words.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic: Students describe the picture (place, people, clothes)
- Vocabulary presentation:
- Pre-question: What are we going to listen to? (Students guess the answer)

2- While-listening activities:

- First listening: SS listen to check their answers
- Second listening: SS listen and choose the correct words to complete the following sentences:
a- Joe had b- Joe went to the doctor to.... C- The doctor gave Joe....
short hair get money a certificate
long hair get a certificate a soap
clean hair get a job some medicine
- Third listening: SS listen and check their answers.

3- Post-listening activity: comprehension questions & discussion

- SS answer the following questions about the text:
a- How old is Joe? -b. What is he like? -c. Did he like work? Why? -d. Was Joe really ill?
-e. Why did he want a certificate? -f. Did Joe speak to the doctor politely?
-g. Why did the doctor give Joe a soap? -h. What do you think about the doctor?

4- Follow-up: writing:

SS reproduce the text in their own words as a writing assignment to be done at home.

Tapescript:

Joe was nineteen. He had long hair, and he never washed or brushed it. He wore black clothes, and his nails were always black too. He did not like work, and he was often absent. Last Monday he said to himself, "I'm not going to go to work this week. I'm going to get a certificate from my doctor, and then I'm going to stay at home, but I'm going to get my money."

He went to the doctor and said to him rudely, "I'm not well. What are you going to do about it?"

The doctor looked at him for a few seconds. Then he said, "Here. Take this three times a day. With water."

"What is it?" Joe asked.

"Soap," answered the doctor.

Reference: Hill, L.A., 1990 (1980), **Introductory Stories For Reproduction 1**, Oxford University Press, p.40.

Teacher: Bassou Ait Berka

Lesson Type: Listening / speaking / writing

Source: Easy Does It: **PHOTOGRAPHER; p. 89**

Level: 1st year (After L. 58)

Materials: BB + VA or realia + Handouts + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: By the end of the lesson students should be able to:

- recognize and use some vocabulary items
- listen for gist
- complete the given chart from the listening text
- show understanding of the whole listening text by responding to a set of questions
- write a similar paragraph about themselves
- show grasp of simple past of some verbs.

STAGES OF THE LESSON:

1- Pre-listening activities:

- warm-up: raising students interest in the topic through a related picture
- presentation of vocabulary

2- While-listening activities:

- 1st listening: Focus question: What does Frank Gray do?
- 2nd listening + filling the chart:

Name	-
Hobby	-
Number of cameras	-

- 3rd listening (if necessary) & conversation practice:
A student imagine he were Frank Gray and his classmates ask him questions.

3- Post-listening activity: Writing practice: (script of the text is given to SS)

- a- Students are asked to rewrite the text starting with: My hobby is
- b- Students rewrite the text putting the verbs in simple past.

Tapescript:

PHOTOGRAPHER

Frank Gray has a hobby. He likes photography. He likes to take pictures with his camera. He has more than 20 cameras. He spends most of his money on cameras and film. Today, he has to buy some film. Tomorrow, he is going to take pictures of his family.

Reference: Curry, Dean, 1994 (1980), **Easy Does It**, USIA, Washington, p. 89.

Teacher: Abderrahim Kadiri Maana

Lesson Type: Listening / Reading / Speaking / writing

Source: Cours de Langue Anglaise; N° 1, **IN THE STREET**; p.

Level: 1st year letters/2nd year science (after lesson 59 in EIL 1)

Materials: BB + VAs + Handouts + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- scan the text to get specific information
- to provide the missing words in a text
- turn indirect questions to direct questions
- to ask for and give directions (role-play)
- write a paragraph where they give clear directions

STAGES OF THE LESSON:

1- Pre-listening activities:

- review of : imperatives, time markers, prepositions,...
- setting up the situation: T plays the role of a tourist asking for directions which the SS provide
- Vocabulary presentation: foreigner, passer-by

2- While-listening activities:

- 1st listening: SS listen to the whole conversation to get familiar with the speakers & the situation
- 2nd listening: SS listen again and answer the following questions:
 - a- What kind of restaurant is the foreigner looking for?
 - b- Does the second passer-by know where the Boulevard Haussman is?
- 3rd listening: SS are given the script to fill in the blanks with the missing words (these are: restaurant, decent, slow, trouble, boulevard, stranger, chance, turn right, carry on)

3- Post-listening activities:

- **Pair work:** SS ask for directions to different places; e.g. post office, mosque, hospital, etc.
- **Role play:** a student from Casablanca is now in Zagora; he is exactly at Sidi Ahmed Bennacer School. He wants to go to a specific place in Zagora. He asks questions and other SS give him directions.

4- Follow up:

SS turn the following direct questions into indirect questions:

- “Could you tell me if there is a good restaurant near here?”
- “do you know where the Boulevard Haussman is?”

5- Homework: Writing: SS write on the following topic:

“Your new friend from Marrakech is visiting you tomorrow, but you cannot meet him at the bus station.

Give him clear directions from the bus station to your house.”

Use the following expressions: First, turn right/left when you come out of the bus station.

Second, Then, Next After that, Finally,

Tapescript: Photocopy not clear

Reference: Cours de Langue Anglaise.

Teacher: Abderrahim Kadiri Maana

Lesson Type: Listening / Speaking / writing

Source: Cours de Langue Anglaise ; N° 1 : At The Grocer's / At The Supermarket

Level: 1st year letters/2nd year science (after lesson 60 in EIL 1)

Materials: BB + VAs + realia + handouts + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen to get the general idea (skimming)
- listen to extract specific information (scanning)
- decide on false & true statements
- listen to a list and fill in the blanks
- perform a communicative task (role playing)
- write a shopping list.

STAGES OF THE LESSON:

1- Pre-listening activities:

- warm up: T asks various questions to create the context (e.g. Where do you go shopping? Is it at the grocer's or at the supermarket? What's the difference between the two? Which do you prefer? Why?), a picture of a supermarket may be useful if available.
- presentation of vocabulary: conserved or tinned food, a tin of ... /a can of... /a bottle of...

2- While-listening activities:

Conversation one: At the grocer's

- 1st listening: SS listen to the whole conversation to get familiar with the speakers & the situation
- 2nd listening: SS listen again and answer the following question:
Why does the grocer want the lady's address?
- 3rd listening: SS listen again and answer the second question:
Does the grocer sell cigarettes? Justify.
- 4th listening: SS listen again and decide whether the following statements are true or false:
a- The lady has a car. -b. The lady wants coffee in grains.
c- The lady wants both ordinary coffee and caffeine-free coffee.
d- The lady also bought matches and salt.

Conversation two: At the supermarket

- SS listen to the whole conversation
- SS listen to the whole conversation and list the things the lady bought at the supermarket
SS listen a third time and fill in the blanks with the missing words (these are: difficulties, English, pick, racks, seldom, basket, trolley, soaps, orange juice, cash desk, trouble)

3- Post-listening activity:

- **Writing:** Your mother/father cannot go shopping because she/he is very busy. Write a shopping list including everything you think is needed.

- **Role play in pair:** Roles: a customer and a grocer / setting: at the grocer's.

SS imagine and act out a conversation at the grocer's. The customer would like to buy different things (they use the shopping list they wrote earlier). The conversation begins like this:

Grocer: Can I help you?

Grocer: OK

Customer: Yes, please. I'd like ...

Customer: How much is everything?

Grocer: Here you are. Anything else?

Grocer: That makes Dhs.

Customer: Yes, I ...

Customer: Thanks a lot.

Tapescript: photocopy not clear

Reference: Cours de Langue Anglaise

Teacher: Abderrahim Kadiri Maana

Lesson Type: Listening / Speaking

Source: Cours de Langue Anglaise ; N° 1 : AT THE POST-OFFICE 1/2 ; p.

Level: 1st year letters/2nd year science (after lesson 61 in EIL 1)

Materials: BB + pictures + realia + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen to extract specific information (scanning)
- decide on false & true statements
- listen to get the general idea (skimming)
- perform a communicative task (role playing)

STAGES OF THE LESSON:

1- Pre-listening activities:

- warm up: T elicits the various vocabulary related to the post-office; e.g., letter, to post a letter, send/receive a letter, stamps
- vocabulary presentation : telegram, registered letter, counter

2- While-listening activities:

Part one:

- 1st listening: SS listen to the first conversation twice and complete the following chart:

	Sender	Recipient
Name		
Address		

- 2nd listening: SS listen again and answer the following question:
What does the lady want to send?
- 3rd listening: SS listen again and decide whether the following statements are true or false:
 - b- The lady does not know where the post-office is.
 - c- The lady goes to the post-office alone.
 - d- The lady sends her registered letter at the right counter.
 - e- The lady sends the letter to one of her relatives.

Part two:

- SS listen to the second conversation and answer these question:
What kind of telegram does the lady send?
- SS listen again and answer the following question:
Which is more expensive; a letter telegram or an ordinary telegram?

3- Post-listening activity: Role play in pair:

Roles: a customer and a clerk / setting: at the post-office.

SS imagine and act out a conversation at the post-office. The customer wants to buy some stamps. The conversation begins like this:

Customer: I'd like to buy some stamps.

Clerk: Sure. For letters or postcards? Etc.

These cues may be helpful: inland, abroad, air-mail stamps, price (how much...?)

Tapescript: Photocopy not clear

Reference: Cours de Langue Anglaise

Teacher: Said Aflaf

Lesson Type: Listening / writing / Speaking (role-play)

Source: Dialogues for every day use: DIALOGUE 6; p.15

Level: 1st year (after L. 68)

Materials: BB + VA + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- predict the topic of the dialogue and check predictions after listening
- listen for specific information
- show understanding of some vocabulary items
- show understanding of the whole text and reproduce it in writing
- act out their dialogues.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Introducing the topic through the picture
- Vocabulary presentation: the movies; to pick up someone; May I + verb; would you like to...
- Pre-question: What do you think this dialogue is about?

2- While-listening activities:

- First listening: SS listen and check their guesses
- Second listening and focus question: SS listen and answer the following question: What time are Fred and Alice going to the movies?
- Third listening: SS listen and say whether the following statements are true or false:
 - a- Alice answers the telephone call first.
 - b- Alice is going to the movies in her car.
 - c- The film starts at 8:00.

3- Post-listening activity:

- **Dialogue completion:** In pairs, SS complete the following dialogue (a telephone call similar to the one in the lesson):

You: Hello.

Your partner: May I

You: Yes, speaking.

Your partner: Hi, (name). This is (name). Would you like.....?

You: Thanks.

Your partner: Fine.

You:

Your partner: Good. I'll be ready.

- **Role-play:** SS act out their dialogues.

Tapescript:

A TELEPHONE CALL

(Phone rings)

Barbara: Hello.

Fred: Hello. May I speak to Alice Weaver, please?

Barbara: Just a minute... Alice, it's for you.

Alice: Hello.

Fred: Hi, Alice. This is Fred. Would you like to go to the movie tonight?

Alice: Thanks, I'd love to. I haven't been to a movie for a long time.

Fred: Good. I'll pick you up around seven-thirty, then. The movie starts at eight.

Alice: Fine, I'll be ready.

(Phone clicks down)

Reference: Dobson, Julia M., 1994(1980), Dialogs For Everyday Use, USIA, Washington, p15.

Teacher: Ali Chbani

Lesson Type: Listening / speaking / writing / Clauses of purpose

Source: First Insights into Business: AT THE SPORTS CENTER; p 164

Level: 2 year LM (after lesson 11 in EIL 2)

Materials: BB + VAs + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be

- able to understand the recorded dialogue by answering the assigned questions
- aware of the "purpose" as being a "want", and therefore use "in order to", "so as to", "to", appropriately
- to write a dialogue similar to the one in the tape
- to act out their dialogues
- to write a conversation.

STAGES OF THE LESSON:

1- Pre-listening activities:

- warm up: introduce the topic of sports
- presentation of vocabulary: pre-teach 'to get fit'
- Pre-question: T: We're going to listen to a dialogue. What do you think it is about? (BB)
(SS guess & T writes different answers on BB)

2- While-listening activities:

- 1st listening: SS listen to the whole conversation and check their answers
- 2nd listening: T introduces the speakers (Tim Saunders and the instructor). SS listen again and answer the following question: Why does Tim come to the sport center?
- 3rd listening: SS listen again and complete the following sentence:
Tim is a _____ .
- 4th listening: SS listen and decide whether the following statements are true or false:
 - f- Tim doesn't do any sports.
 - g- Tim likes swimming and squash.
 - h- Tim can go to the center twice a week.
 - i- Tim has some medical problems.
 - j- The two speakers know each other.

3- Post-listening activity:

- **Pair Work:** each two students write a dialogue similar to that on the tape.
- **Role play:** Consider the classroom as a Sports Center. The Instructor is at the reception desk talking to new a client.
- **Follow-up (Writing):** You wanted to join a Sports Center. You went there last week. Write the conversation that took place between you and the receptionist.

Tapescript:

Instructor: Do you do any exercise at the moment?

Tim Saunders: No, I don't. And the problem is I sit at my desk all day.

Instructor: what are your favourite sports?

Tim Saunders: I like swimming and I enjoy a game of squash now and again!

Instructor: Could you tell me if you have any medical problems or injuries?

Tim Saunders: No, I'm very healthy, thank goodness.

Instructor: How often do you want to come to the Centre?

Tim Saunders: Probably three or four times a week.

Instructor: Can you tell me what your objectives are?

Tim Saunders: I want to get fit and I want to lose a few kilos too.

Instructor: And what do you do?

Tim Saunders: I'm a business analyst.

Reference: Robbins, Sue, 2000, First Insights Into Business, Pearson Education Limited, England, p.164.

Teacher: Khadija Zagnoun

Lesson Type: Listening / speaking / writing

Source: Talking Topics; p.89

Level: 1st year LM/ 2nd year science (after L. 20)

Materials: BB + Tape-recorder

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- listen and skim information from text
- listen and scan information
- listen and infer meaning from the text
- discuss about the topic of the dialogue.

STAGES OF THE LESSON:

1- Pre-listening activities:

- Review of: can; can't + Vocabulary presentation
- Introducing the topic through the following questions:
When you first go to a country that is very different from your own, many things are different. Can you add to this list? –language; food; climate;
- Presenting the text: This is a person's opinion about how he felt when he first went to a country different from his own.

2- While-listening activities:

- 1st listening and focus question: Does the speaker like travelling to foreign countries?
- 2nd listening: SS listen and say whether the following statements are true or false:
d- The speaker says that the first time you go to a very different country, it's a surprise.
e- It is sometimes difficult to order food in a hotel.
f- The desk clerks at the hotel speak your language fluently.
g- Because of his experiences, the speaker doesn't want to travel anymore.
- 3rd listening: SS listen and list the places where the speaker has difficulties:
e- -b. -c.
d. -e.
- 4th listening: SS listen and state (orally or in written) the sort of difficulties the speaker faces in every place mentioned above.

3- Post-listening activity: Discussion:

SS talk about the following topic: The speaker talks about the difficulties of travelling abroad; what about the advantages?

4- Follow-up: Writing: SS write a paragraph about the discussed points (in class or at home).

Tapescipt:

The first time you go to a country where you don't know the language, where the culture is completely different, it's a shock. Suddenly you can't read anything or understand anything. You're hungry and finally find a restaurant that looks OK. But you can't read the menu and so you just point to something. If you're lucky, it's good. You go into a bank to exchange money and it all looks strange. It won't fit into your wallet and it's difficult to remember how much it's worth.

At the hotel, you try to ask the desk clerk

some questions, but he can't speak your language very well. The train station has many, many windows and long lines of people waiting. But you can't understand where to go to buy a ticket. So you give up and go to an outdoor restaurant to have something to drink. But the waiter won't come to your table. You didn't know you have to buy a ticket first!

But still, I wouldn't give up traveling. In spite of all the difficulties, it's really exciting seeing new places, tasting new food, and meeting, different people.

Reference: Talking Topics (Not complete), p. 89.

Teacher: Mohamed El Maanaoui

Lesson Type: Listening / speaking / writing

Source: A phone-in on British radio; p.

Level: 3rd year letters (EIL3: Unit 6; Mass media: Radio / Conditional 2 / reported speech & expressing advice)

Materials: BB + Tape-recorder (length of the text: 2:19 mins)

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- identify the main problem in the phone-in
- scan to recognise the right order of the ideas in the phone-in
- transfer information from the text to the chart
- report ideas contained in the text
- write a solution to the problem.

STAGES OF THE LESSON:

1- Pre-listening activities:

- introducing the topic: T explains what a radio phone-in is.
- presentation of vocabulary: caller; counsellor; a bit of mess; to take somebody seriously .

2- While-listening activities:

- 1st listening and focus question: SS listen and answer the following question:
What's Rick's main problem?
- 2nd listening: the caller lied to a girl about the following things; put them in the right order:
a. his address -b. his job -c. his nationality -d. his phone -e. his name -f. his flat
- 3rd listening: SS listen and fill in the table. An example is given:
a- his name -b. his nationality -c. his address -d. his flat -e. his phone -f. his job

LIE	TRUTH
a. Pierre	- Rick
b.	
c.	
d.	
e.	
f.	

3- Post-listening activity:

- SS work in pairs and make sentences to explain Rick's lies to his girl friend
- SS list five gap-fillers in the phone-in: examples: well; yeah

4- Follow-up:

Writing: SS write some pieces of advice they would like to give to Rick: say what he ought/ should/ shouldn't do.

Speaking: If you were Rick, what would you do? (Problem-solving)

Homework: Write a radio phone-in similar to the one in this lesson.

Reference: Mohamed, S. and Acklam, R., 1992, **Beginners' choice**, Longman

Tapescript:

Counsellor: Hi. Rick from Hackney in London. Are you on the line?

Rick: Yes. Hi.

Counsellor: How can I help you?

Rick: Well, I'm in a bit of a mess.

Counsellor: That's what I'm here for. Do you want to tell me about it? Take your time.

Rick: Well, you see I met this girl on holiday in Tenerife and I really like her.

Counsellor: Well, that sounds OK. What's the problem?

Rick: Well, it's stupid really. But I thought she wouldn't be interested in me, so I said I was French.

Counsellor: To make yourself more interesting?

Rick: Yes, and you know I did a bit of French at school and I can't say much, but I can do a good French accent.

Counsellor: Yeah. Not bad at all.

Rick: Well, she believed me and it just sort of went on like that and I didn't think much about it. I told her my name was Pierre and I lived in Marseilles in the south of France. It was a bit of a laugh really.

Counsellor: Yeah.

Rick: Well, we got on really well, had a great holiday and then we went back to England. Except I said I was going back to France.

Counsellor: Uh, huh.

Rick: She lives up north near Manchester and I live

Counsellor: In Hackney, London.

Rick: Yeah, right. Well, we wanted to keep contact, so I said I'd phone her.

Counsellor: Right.

Rick: Anyway, I said she couldn't phone me. I told her I had a new flat and I didn't have a phone and ...

Counsellor: Got it.

Rick: Well, I wanted to see her again, so I phoned and said I was coming to England, for my job you know, and she invited me to meet her family.

Counsellor: In Manchester?

Rick: Yeah.

Counsellor: And they realised the truth?

Rick: No. No. They liked me.

Counsellor: Still with your French accent?

Rick: Yes.

Counsellor: Uh, huh.

Rick: In fact, they took me really seriously. They asked my advice about the wine and everything.

Counsellor: I see. You are in a bit of a fix, aren't you?

Rick: Yeah. Well that's just it. What do I do now? I really like her, I really like them. I think they like me. What should I do?

Counsellor: Well, Rick. I think you know what to do, don't you?

Rick: Run! Run as far away as possible!

Counsellor: I don't think you really want to, do you?

Rick: I suppose not.

Counsellor: Well, if I were you, I'd buy a big bunch of flowers and tell her the truth. I certainly wouldn't tell any more lies. She can only tell you...

Teacher: Mohamed El Maanaoui

Lesson Type: Listening / reading / speaking (role play) / writing

Source: The BBC Radio Programme: Desert Island Discs; p.

Level: 3rd year letters (EIL3: Unit 1; Art, music & cinema)

Materials: BB + Tape-recorder (length of the text: 2:13 mins)

Estimated time: 1 hour

OBJECTIVES: Students will be able to:

- skim through the interview (part I) to obtain a general idea
- scan to locate specifically required information
- recognise the lexical items previously learnt
- write an interview
- act their written interview

STAGES OF THE LESSON:

1- Pre-listening activities:

- introducing the topic: Do you know ANTHONY HOPKINS? Where does he come from? Have you ever seen his film *The Silence of the lambs*?
- Presenting the text: Today you are going to listen to an interview with ANTHONY HOPKINS. "DESERT ISLAND Discs" is a BBC radio programme. Each week a famous person singles out eight pieces of music to carry to an imagined desert island.
- presentation of vocabulary: castaway; concert; to get in the mood; nostalgically.

2- While-listening activities:

PART I:

- 1st listening and focus question: SS listen and answer the following questions:
What was Anthony dream? Did he achieve it?
- 2nd listening & False/True statement + justification:
b. ANTHONY started playing the piano when he was six.
c. He had the artistic talent to play as a concert piano.
d. When ANTHONY is reading , he does not listen to music
- 3rd listening: SS listen and answer these questions:
a. Why didn't ANTHONY fulfil his dream?
b. How did he choose the music that he would take to the imagined desert?

PART II:

- SS listen to the end of the interview and tick the best answer in the table:
What would Anthony take with him?

LUXURY	FOOD	BOOKS
- a guitar	- fish	-To Kill A Mockingbird, by Haper Lee
- a piano	- cheese	-The Great Gatsby, by F. Scott Fitzgerald
- a flute	- English sausages	-Animal Farm, by George Orwell

3- Post-listening activity: - SS complete the text with words from the interview:

'Desert Island Discs' is a popular BBC radio (1)..... This week the (2).....is the actor Anthony Hopkins. He wanted to be a (3)..... (4)....., but he didn't have the talent to achieve that. Anthony chose eight pieces of music (5 adv)..... To the imagined desert, he would take a piano as his (6)..... ANTHONY would take (7)..... and (8)..... as his food. Finally, he would carry (9)..... with him. It was his haunting book.

4- Follow-up:

Writing: SS work in twos and write an interview: Imagine your partner had to go and live on the desert island. What music/book/ food/ would he /she take?

Role play: SS go to BB and act out the interview.

PART I TAPESCRIPT:

INTERVIEWER: This week our castaway is the actor Anthony Hopkins. Tony I Know that music means a great deal in your life, you play the piano?

ANTHONY: Yes.

INTRVIEWER: Were you put to it or did you take to it?

Anthony: I took to it quite early, I started at about the age of six.

INTERVIEWER: Did you ever consider taking it up professionally?

ANTHONY: Yes, I did for a while, er, for about ten years I think and then I discovered I didn't have the technique or the talent really to play as a concert pianist. That's what I wanted to be, I was a concert pianist so I more or less gave up, or it gave me up.

INTERVIEWER: Yes, the top or nothing.

ANTHONY: Top or nothing, that's been it all my life yes.

INTERVIEWER:DO YOU PLAY DISCS A LOT?

ANTHONY: Yes, I play music a lot when I'm working on plays, you know, I choose something that will help me get in the mood when I'm reading.

INTERIEWER: Well you have just eight for what may be a long time. How did you set about choosing them? Are you choosing nostalgically?

ANTHONY: They're nostalgically; yes I've chosen a few that, um, made an impression on me when I was a child.

PART II TAPESCRIPT:

INTERVIEWER: Did you pick up enough local knowledge to put up a hut, do you think, some sort of shelter?

ANTHONY: No, I can't even knock a nail in a wall.

INTERVIEWER: Well you wouldn't have any nails.

ANTHONY: No I wouldn't have nails. All I

would want to take is a piano. Of course I can't take a piano with me.

INTERVIEWER: Yes, you can, that's your luxury.

ANTHONY: A piano tuner?

INTERVIEWER: Not a tuner, no.

ANTHONY: Well, I'll take a piano and tune it myself.

INTERVIEWER: Right. What about food.

Any idea? Can you fish?

ANTHONY: An everlasting supply of, er, English sausages and cheese.

INTERVIEWER: You have had your luxury.

ANTHONY: I've had my luxury.

INTERVIEWER: You have to make your own cheese from turtle milk or something. How long do you think you could endure it?

ANTHONY: How long could I survive on a desert island? Well, knowing my fortitude and my resilience, I'll probably give myself about two weeks.

INTERVIEWER: If you could take only one disc of the eight you have chosen which would it be?

ANTHONY: I think I would take My fanway-Triorchy Male Voice Choir

INTERVIEWER: And you've told us your luxury-that's going to be a piano.

ANTHONY: Yes.

INTERVIEWER: One book .You have The Bible and the complete works of Shakespeare already for you on the island.

ANTHONY: I'd take The Great Gatsby.

INTERVIEWER: The Great Gatsby.

ANTHONY: Yes, I've read it a few times and I find it a haunting book.

INTERVIEWER: Who's it by?

ANTHONY: F. Scott Fitzgerald.

INTERVIEWER: Right. The Great Gatsby by F. Scott Fitzgerald. And thank you. Anthony Hopkins, for letting us hear your desert island discs.

ANTHONY: Thank you.

Reference: Mohamed, S. and Acklam, R., 1992, Beginners' choice, Longman