

# Stories from Morocco: Teacher's Notes

A film by Daniel Emmerson presented by EnglishClub.com



## Activity 1 (Warmer)

1. Students answer the questions, guessing if necessary.
  2. Students compare answers in pairs.
  3. Elicit answers – feeding them in where necessary.
- Answers: 1. True 2. False (Rabat is) 3. False (31 million) 4. True 5. True

## Activity 2 (Before watching)

1. Students work in pairs to suggest possible answers to the questions.
2. Elicit feedback.
3. Students watch video to discover if their suggestions were right.
4. Elicit general feedback but don't go into much detail at this stage.

## Activity 3 (While watching) *N.B. This film is approximately 20 minutes long.*

1. Students read the questions then watch the video again.
2. You can either pause the film after the interviewees have answered each question or watch it right through to the end.
3. Either way, students answer the questions as they watch, then check their answers in pairs.
4. If necessary, allow students to watch the film again to confirm their answers.
5. Elicit answers.

Answers: (For the first question – Why are people in Morocco learning English?) Statements 1, 2, 4 and 6 are mentioned in the film. Statements 3 and 5 are not mentioned.

Answers: (For the second question – How do students in an international school in Morocco learn English?) 7. False (three languages: Arabic, English and French) 8. True 9. True 10. False

Answers: (For the third question – What different experiences have students had in learning English?) 11. Ali and Salma 12. Fiona 13. Michel 14. Salma

Answers: (For the last question – What tips and advice can learners offer?) 15. Michel thinks that reading and WRITING a lot helped him to learn English. 16 It took Salma six MONTHS to learn English. 17. Ali says that having a multi-lingual upbringing makes it EASIER to learn another language later on.

## Activity 4 (After watching)

1. Students work in pairs or small groups and discuss their answers to the questions.
2. Monitor carefully. Stop the activity before the students run out of steam. Elicit feedback.

## Activity 5 (Roleplay)

1. Students work in pairs and interview their partner.
2. Monitor. Make sure the students swap roles when necessary.
3. Elicit feedback.

## Follow-up Suggestion

Students can be encouraged to act out their interview in front of the class and/or to write up their interview for homework.

The information, statements and answers used in this worksheet are taken from the film in question and interviewees' responses. They are not necessarily true for the whole country, nor do they necessarily reflect the views of the filmmaker or of EnglishClub.com.