**Unit 5   
Listen and Discuss - Pair Work**

**التهيئة**

To begin the lesson, have a discussion about foods. Ask students to name their favorite foods or what they ate for breakfast or lunch. Ask: Do you like (type of food)? Elicit: Yes, I do or No, I don’t. Provide help with vocabulary.

**مفردات الدرس**

menu appetizers salads main courses desserts beverages meat seafood vegetables fruits grilled roasted steamed sauce baked cup glass

**مهارات التفكير**

Concentration - Comprehension - Analysis of information - Application

**إغلاق الدرس**

Play the audio of the conversation. Tell students to list four or five things they have at home to offer to a guest who comes to visit. Have students work in pairs. Tell them to imagine that their partner is visiting them at home. They should offer their guest food and/or a drink on their list. Their partner should accept or refuse politely. Then they switch roles.

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**Unit 5   
Grammar**

**التهيئة**

Focus students’ attention on the count nouns in the chart. Read the information and elicit or remind students of the rules about the indefinite articles a and an: Use a before words that begin with a consonant sound, and an before words that begin with a vowel sound.

**مفردات الدرس**

Count/Noncount Nouns Expressions of Quantity: Some / Any Would Like

**مهارات التفكير**

Knowledge - Application - Analysis - Assembling - Organization

**إغلاق الدرس**

Put students in pairs to role-play a customer and a waiter. As the customer orders, the waiter writes down the order. Then they switch roles. Have volunteers say what their partner ordered.

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**Unit 5   
Pronunciation - Listening - About You**

**التهيئة**

Tell students that they will listen for the food and drinks that Hameed and Aisha order. Give them a few seconds to look at the items in the order forms so that they know what to listen for. T27 Play the audio several times. Have students check what Hameed and Aisha order.

**مفردات الدرس**

order lunch fries soda

**مهارات التفكير**

Comprehension - Application - Memory - Concentration

**إغلاق الدرس**

Have students listen to the audio and practice saying the words. Draw a three-column chart on the board. Title the columns: 1. /s/, 2. /z/, and 3. /əz/. Have students think of other plural words. One student says a word, and the class says 1, 2, or 3 according to the sound. Write the word in the correct column.

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**Unit 5   
Conversation**

**التهيئة**

Have students cover the conversation and look at the picture. Ask: What are the people doing? What do you think they are talking about? Play the audio of the conversation as students listen and follow along.

**مفردات الدرس**

Let me see I’ll have ...

**مهارات التفكير**

Knowledge - Comprehension - Evaluation - Application

**إغلاق الدرس**

Have students discuss and answer the questions in groups of three or four. Have one student from each group report back to the class on what their group talked about.

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**Unit 5   
Reading**

**التهيئة**

Have students look at the pictures. Ask: What do you see in the pictures? (fast food: pizza, sandwich, soft drink; fast-food restaurant and signs) What is the title of the reading? (Globalization of Foods) How are the pictures connected to the title of the reading? (The food items and places in the pictures are examples of globalization.) What facts do you expect to read in the reading? Write students’ ideas on the board.

**مفردات الدرس**

international globalization all over the world similar popular soft drink successful another dinner

**مهارات التفكير**

Knowledge - Comprehension - Application - Analysis of information

**إغلاق الدرس**

To facilitate this activity, you might bring in menus from restaurants in your area, or find and print menus on the Internet from exotic restaurants.

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**Unit 5   
Writing - Project**

**التهيئة**

Put students in groups of three to talk about their favorite foods. Have them find a dish that everyone in the group likes and write down the ingredients and directions. Have one member from each group present the ingredients and the other members present the directions without saying what the dish is. Ask the rest of the class to guess what the dish is.

**مفردات الدرس**

dish ingredients prepare sequence words : first, next, then, after that, finally time words: when, until

**مهارات التفكير**

When Where What How capital letter countries cities

**إغلاق الدرس**

Ask groups to present their menus to the class and then submit their written menus to you.

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**Unit 5   
Form Meaning and Function**

**التهيئة**

Explain that too means more than is necessary or wanted. Enough means sufficient, the amount of something that is needed. Call on students to read the explanations and examples. Practice the placement of too and enough by writing the following sentences on the board and asking students to come up and add the word too or enough.

**مفردات الدرس**

too enough much many not enough

**مهارات التفكير**

Knowledge - Memory - Application - Evaluation - Organization

**إغلاق الدرس**

Have students work individually to complete the sentences. Then have them take turns reading their sentences to a partner. a Have several students read their answers for the class.

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