

## Listen and Discuss - Pair Work

التهيئة

With students' books closed, write the title of the unit on the board: Do You Really Need It? Ask: What do you think the unit will be about? Elicit guesses, but do not deny or confirm them. Ask students to open their books to pages 68 and 69 and scan the pictures. Ask: Now what do you think the unit will be about? (advertising and consumer products) Say: When you want to buy something, do you ever ask yourself Do I really need this? Ask: What is the purpose of advertisements? (to make people buy things)

مفردات الدرس

influenced by advertisements set apart sophisticated essence floral detergent artificial additives committed

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Arrange students in pairs. As a class, brainstorm products for which students might create advertisements. Ideas include: an item of clothing, a video game or system, a beauty product, or an item of sports equipment. Ask pairs to create a poster to present to the class. The poster should contain a paragraph of text, similar to the advertisements on pages 68 and 69, and a picture or illustration of the product. Have pairs present their posters to the class. Have the class vote on the best ad.



# Grammar

## التهيئة

Have a student read the explanation. Write each sentence on the board. Ask students to label the parts. For example, write Because the shoes were on sale, I bought two pairs. Ask: Which is the independent clause? (I bought two pairs.) How do you know? (It is a complete sentence.) Which is the dependent clause? (because the shoes were on sale) How do you know? (It's not a complete sentence.) Say: This dependent clause is an adverb clause. How do you know this? (It begins with the adverb because.)

## مفردات الدرس

Adverb Clauses dependent clause independent clause because of in order to unless even if now that wherever

## مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

## إغلاق الدرس

Ask a volunteer to read aloud the directions. Have students work in pairs to write their advertising script for toothpaste. Ask them to use at least three adverbs from the box. Call on several pairs to role-play their commercial.



## Conversation - Listening - Pronunciation – Vocabulary Building

التهيئة

Ask students to look at the photo without reading the conversation. Ask: What are all these bags? (shopping) Write on the board: Where are the women? Ask students to listen to the conversation for the answer to this question. Play the audio. Have students listen with their books closed, or the conversation covered. Elicit responses to the question on the board. (They are shopping, probably at a mall or department store.) Play the audio again. Have students listen and read along in their books.

مفردات الدرس

broke blow max out beat it

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students work individually to match the words with the definitions. Have students compare answers with a partner.



## Reading - Speaking

التهيئة

With books closed, discuss the Before Reading activity and question as a class. Brainstorm all of the places students see ads and write them on the board. Have students guess at how many ads they see a day. Do not confirm or deny answers at this point.

مفردات الدرس

consumer exposed logo outlandish spontaneously unconventional

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Have students in pairs to prepare the task. Have students copy the chart in the notebook and write their ideas. Then form groups of four by putting two pairs together. Have the pairs explain to each other their ideas. Open up the group discussions to a class discussion. Ask groups to share their answers with the class.



# Writing

## التهيئة

Write 'handwriting' on the board and ask the students how they feel about it. Read questions 1 and 2 and hold a discussion in class. Organize students into groups and ask them to discuss question 2 in greater detail. Call on a student from each group to report the group decisions. Ask students to read the title and answer it. Divide the class into two groups, one that thinks handwriting is obsolete and one that disagrees. Give groups minutes to prepare their arguments and hold a class debate.

## مفردات الدرس

handwriting involve keen implement cursive writing initial literacy manipulate reluctant graphologists authenticate

## مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

## إغلاق الدرس

Call on volunteers to read their letters in class. Have the rest of the class exchange and read as many letters as possible. Ask them to choose the ones they like best to include in a class portfolio.



## Form Meaning and Function

التهيئة

Have volunteers read aloud the example sentences in the presentation. Explain that when we use if to talk about present facts, if means whenever. For this reason we often substitute if with when. Elicit the verb forms in the if-clause and the main clause (simple present + simple present).

مفردات الدرس

Conditional Sentences May/Might I'd Rather/I'd Prefer Words Connected with Shopping Habits When and Unless

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Read out the directions and the example. Ask students to work in pairs and follow the model using if-sentences.



# Project

## التهيئة

Organize students in groups and have them brainstorm on popular advertisements. Read directions for task 1 with the class. Have students work in groups discussing different advertisements that they see or hear every day. Circulate and encourage groups to think of different types of advertisements. Call on a student to read the directions for 2. Give groups a couple of minutes to choose an advertisement that they think is beneficial and helpful to people.

## مفردات الدرس

billboards leaflets beneficial medium company executives persuade

## مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

## إغلاق الدرس

Read directions for task 6 with the class. Divide the class into advertising teams and clients and have the advertising teams present the new advertisements to the clients in a convincing manner. Include the successful advertisements in a class portfolio.

