

Listen and Discuss

التهيئة

Tell students about a time you hurt yourself. For example: **I hurt myself last week. I cut my finger when I was cooking.** Or, **I hurt myself when I was ten years old. I broke my arm playing football.** Ask students to share stories about a time they hurt themselves. Encourage them to use myself in their sentences.

مفردات الدرس

hurt helmet knee pads got a shock injured cut yourself distracted fatigue aggressive

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Play the audio and ask students to repeat. Model the examples with volunteers. Have students ask and answer questions about the people in the pictures. Have students share real accidents or injuries they have had. Make sure they switch roles. Monitor as pairs practice. Then call on several pairs to present for the class.



Grammar

التهيئة

Go over the material in the grammar chart for reflexive pronouns. Explain to students an easy way to remember reflexive pronouns is that each one is formed by adding -self to the singular pronouns my, your, him, her, and it, and -selves to the plural pronouns your, our, and them.

مفردات الدرس

Reflexive Pronouns Because versus So So and Neither

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Have students work alone to write their answers. Then have students work in pairs to take turns reading a statement and showing agreement.



Language in Context - Listening - Pronunciation - Conversation

التهيئة

Direct students' attention to the pictures. Discuss the situation in each picture. Have students work on their own to match the words and pictures, and write sentences to describe them. Check answers as a class. Say a number and call on a volunteer to say the letter of the match and then read the sentence.

مفردات الدرس

sprain/ankle poke/eye fracture/arm burn/hand cut/finger break/nose lucky day stuck in I guess Look at it this way

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students work in pairs. Each student pretends to be either Jasem or Samir describing the accident to a friend. Tell them to refer to the conversation only as needed to recall the details of the accident. Remind students to switch roles.



Reading

التهيئة

Explain to students that articles are often broken into sections with subheads. The subheads give information about different topics within the reading. Subheads can help students understand the focus of what they will be reading. Ask students to read the title and subheads of the reading. Have them predict what the reading is about and tell you how it is organized

مفردات الدرس

unusual bald to challenge to weave through to hurl to burst to recover

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Have students work in groups to discuss the questions. Call on each group to report to the class their answer to one of the discussion questions.



Writing

التهيئة

Ask students if they have ever witnessed an accident or been in one. Elicit answers from the class. Discuss why accidents happen and how they feel when they are driving or are being driven along a road with heavy traffic and speeding cars.

مفردات الدرس

Accident happened cause

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their accounts. Call on volunteers to read their accounts in class.



Form Meaning and Function

التهيئة

Call on volunteers to read aloud the example sentences in the chart. Remind students that both must and should are modal auxiliaries. The form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without to).

مفردات الدرس

Modal Auxiliaries Adverbs of Manner Prepositions of Place Imperatives for Directions

مهارات التفكير

Form, Meaning, and Function Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Read the directions to students and check they understand what kind of word needs to go in the gaps. Tell them to find words in the presentation above. Students should work alone to complete the gaps and compare their answers with a partner. Call on students to role-play their dialogs.



Project

التهيئة

Organize students in groups and have them brainstorm on accidents in their country. Suggest that they think about accidents on the news, in newspapers, on the internet or accidents that they have heard people talk about. Ask them questions such as these: **Are accidents common news items on television? Is there always reference to one or more accidents in every broadcast? Which accidents are more common; accidents in the home, at the workplace or on the road?**

مفردات الدرس

General Directorate of Traffic residents survey badges lectures

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Direct students to the directions for task 3 and give them some time to decide on what they are going to use in their group campaign. Encourage them to add their own ideas or replace some of the ideas listed in their book. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Advise students to decide on a campaign theme, a slogan, style and color and target audience.

