

Listen and Discuss - Pair Work

التهيئة

Say two or three sentences about why you might be happy. For example: ***I'm happy because I'm going to a restaurant this evening. I'm also happy because I saw an old friend yesterday.*** Elicit examples from students of why they are happy (or sad).

مفردات الدرس

What Happened? traffic accidents Scene Witness driver Passenger insurance Case Incident
Reporting Officer Police Report intersection injury Feelings happy driver's license sad tired sleepy
angry nervous scared

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Tell students that they will now ask and answer questions about themselves and when they last felt the feelings on this page. Play the audio of the example conversation. Students listen and repeat. Have students work in pairs to ask and answer questions about themselves. Have them replace *worried* with other words that describe feelings.



Grammar

التهيئة

Have volunteers read aloud the four sentences in the chart. Ask: ***Do there was and there were refer to now or the past?*** (the past) Remind students that the key meaning of *there was/ there were* is to describe the existence or truth of a past event or situation. Make clear the difference between the use of *there was/there were* to talk about past situations, and the use of other verbs in the simple past to describe completed actions.

مفردات الدرس

There Was / There Were Why / Because Adverb: Ago Pronouns: Someone, No One, Nothing, Anything

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Have students complete the activity individually. Students check answers in pairs. Then write the correct answers on the board.



Listening - Pronunciation

التهيئة

Tell students they will hear two people describe an accident. Have them read the sentences for the information they need. Play the audio. Students listen to the two witnesses to see if they agree. Play the audio again for students to write *yes* or *no*.

مفردات الدرس

accident injured worried

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Play the audio. Students listen and repeat.



Conversation

التهيئة

Have students cover the conversation and look at the picture. Ask: **Who is talking?** (a mother and her daughter) **Is the daughter telling her mother something that she is going to be happy or unhappy about?** Play the audio of the conversation. Ask students to listen to the conversation to find out how the mother feels at the end. (She is shocked.) Play the audio again. Tell students to read along as they listen.

مفردات الدرس

It'll only take a minute What's up? Don't lose your cool The thing is

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Have students work in groups of three or four to discuss and answer the questions. Have one person from each group report back to the class about their group's discussion.



Reading

التهيئة

Have students cover the text, except for the title. Have them look at the pictures. Ask: ***How old are the people in the picture? What do teens often want to be?*** Elicit: *cool*. Then have students discuss the **Before Reading** question in pairs. Play the audio of the reading. Ask students to read along as they listen and look to see if anything they discussed is mentioned in the text.

مفردات الدرس

be cool nervous teenage qualities appearance compliment introduce outgoing bother defend
ignore confident admire matter attitude

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Arrange students into groups of three to discuss their experiences.



Writing - Project

التهيئة

Focus students' attention on the diagram. Draw a similar diagram on the board. Have students turn to page 56 and elicit information from the accident report and witness accounts to write notes in the diagram. For example: **What** = *SUV crashed into a car*; **Where** = *on the corner of Lake and Willow*; **When** = *3:15 p.m.*; **Who** = *car driver and SUV driver*; **Why** = *car driver was talking on his cell phone and didn't see the stop sign*; **How** = *the car didn't stop at the intersection, so the SUV hit it*.

مفردات الدرس

accident diagram witness report

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Make a grid on the board like the following, and fill it in as the groups report: **nervous scared happy bored**
tests (tick) (tick) snakes (tick) (tick) (tick) friends (tick) (tick) (tick) math (tick) driving (tick) the dark (tick)
vacation (tick) homework. Have students use the grid on the board to make statements about the class. For example: ***Three people are afraid of snakes.***



Form Meaning and Function

التهيئة

Go over the material in the chart. Explain that *because* refers to a cause and answers the question *Why?* *So* refers to a result and answers *What happened?*

مفردات الدرس

Because versus So So and Neither

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Model the first item as an example with the class. Elicit that the first sentence refers to the cause, and the second sentences refers to the consequence. Point out that their first sentence should begin with *He was injured in the crash*, and end with a *so*-clause. Their second sentence should begin with *He was taken to the hospital*, and end with a *because*-clause. Remind them that when the *because*-clause comes second, they don't use a comma. Have students work individually to write two sentences for each item. Have students compare answers in pairs, and then call on volunteers to read the answers for the class.

