

Listen and Discuss - Pair Work

التهيئة

Write the word **neighborhood** on the board. Explain that it refers to a specific area in a city or town. Explain that the school's neighborhood is the surrounding area. Talk about the neighborhood around the school with students. Ask if the neighborhood has a name. Ask questions with *Is there* and *Are there*. For example, ask: ***Is there a park near here? Are there any good restaurants in the neighborhood?*** Write a few words for places that you ask about on the board, for example: ***park, restaurant, supermarket***, etc.

مفردات الدرس

Where Do You Live? neighborhood apartment building floor convenience store subway station city center supermarket post office restaurant bank bookstore pharmacy health club park Go to the corner turn left go straight

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Play the audio for students to listen and repeat or speak along with the recording. Read conversation 1 with a volunteer. Substitute different street names from the map. Put students in pairs to practice conversations 1 and 2. They should repeat each conversation two or three times, changing roles and using different places and locations from the map. Have a few pairs act out their conversations for the class.



Grammar

التهيئة

Explain that after the verb **live**, we use **in** + city, but **on** + a street name or floor number. Read the examples in the chart together.

مفردات الدرس

Verb: live + Preposition Prepositions of Place: across from, between, next to, on, near, far from Imperatives for Directions Turn left Turn right Go straight Go up Go down

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Focus students' attention on the picture. Ask them what places they see in the picture. Read the directions and number 1 with the class. Elicit that the pharmacy is **next to** the bookstore. Have students complete the exercise individually. Check answers by asking volunteers to read their completed sentences aloud.



Listening - Pronunciation

التهيئة

Focus students' attention on the map. Ask: **What places are already on the map?** Read the directions with the class and tell students they have to write the places they hear on the map. Play the audio for students to listen. Tell them not to write at this time.

مفردات الدرس

Hotel bookstore restaurant supermarket bank pharmacy airport apartment university museum
conversation

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Play the audio for students to listen and then play it again for them to repeat or speak along with the recording. Model the words again for students, clapping your hands or tapping out the rhythm on a desk. Clap or tap strongly on the stressed syllable.



Conversation

التهيئة

Have students cover the conversation and look at the picture. Ask: **Where are the people?** (They're near a bus stop.) **What do you think the boy is asking?** Elicit that he's probably asking for directions to a place. Have students listen to the audio twice with their books closed. Play the audio a final time. Ask students to open their books and follow along with the text.

مفردات الدرس

You can't miss it. Trust me

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Model the activity by telling students a little bit about your neighborhood. Put students in pairs to continue the activity. Partners can take turns asking and answering the questions. Conclude by asking a few students to report to the class about their partners' neighborhoods.



Reading

التهيئة

Focus students' attention on the title and the pictures. Ask the **Before Reading** question. Make notes of students' replies on the board, but don't confirm or deny answers at this time. Play the audio twice. The first time, students listen with their books closed. The second time, they listen and read along, looking to see if anything on the board is mentioned in the articles. Review the notes on the board and check the items that were mentioned in the articles.

مفردات الدرس

Famous Neighborhoods museum park bridge pizzeria restaurants lake

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Ask volunteers if their neighborhoods have any of the same things that Brooklyn or Coyoacan has. Put students in pairs to continue comparing their neighborhoods with Brooklyn and Coyoacan. Go around the room and help students as needed. Ask volunteers to report on the answers they discussed in their groups.



Writing - Project

التهيئة

Explain that a pen pal is a friend who lives in another city or country and someone who you exchange letters or emails with. Ask students if they have a pen pal. If so, what kinds of things do they write in their letters? Have volunteers read parts of the model postcard aloud. Explain any new vocabulary such as *palace* and *bridge* by pointing to the picture on the postcard. Ask questions about the neighborhood. For example: **What are the buildings like?** (traditional) **Is the school near Robert's house?** (yes) **What does the palace have?** (gardens, a lake, a bridge) **Do people walk or take the bus?** (walk) **What are the people like?** (friendly) Have students circle the places that are similar in their neighborhood. Ask volunteers which words they circled.

مفردات الدرس

postcard pen pal personal pronouns brochure services,

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Put students in groups. They work together to make a brochure about their neighborhood, listing stores, restaurants, services, parks, etc. Have students draw or find pictures to illustrate the brochure. Students pass the finished brochures around the class for everyone to see. Collect the brochures to assess the written portion of this project.



Form Meaning and Function

التهيئة

Choose volunteers to read the sentences in the first part of the chart. Ask how the form of the adjective changes in the sentences on the right. Then elicit why *-er* and *more* have been added to the adjectives. (The speaker is comparing two things.) Ask: **Why do we add -er to tall but add more before convenient?** Elicit that we add *-er* to most one-syllable adjectives when we make them comparative, and use *more* with most three-syllable adjectives. Ask: **What word do we often use with comparative adjectives?** (than)

مفردات الدرس

Comparative and Superlative Forms of Adjectives more ... than the most

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Have two students read the example aloud. Then ask a student to read aloud the first item and elicit the response **No, it isn't. It's shorter.** Put students in pairs to do the exercise. Partners take turns reading the statements and responding. Check answers by calling on different pairs to read the exchanges aloud.

