

Listen and Discuss - Pair Work

التهيئة

Have students talk about their town or city. Ask questions, such as ***What 's your hometown like?*** For students who live in the same town or city, ask: ***Do you agree with (Ali)? Do you think (city) is (boring/exciting), too?*** Before students open their books, have them discuss the introductory question. Ask what kinds of services their town or city offers. Ask questions such as the following: ***Are there good restaurants/hospitals/ cultural events/ schools in the town? Is there good transportation/ housing?***

مفردات الدرس

town neighborhood quality of life similar to different from most efficient as expensive as shorter the safest lower than the oldest as quiet as as good the worst worse than

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Brainstorm with students a list of large cities they all know. Write at least six on the board. Then brainstorm a list of adjectives that typically describe cities. Elicit words like *crowded, polluted, safe, dangerous, clean, dirty, noisy*, etc. Write them on the board. Play the audio for the model conversations. Students listen and repeat. Model the task by asking questions about the cities on the board. Point out the use of *as...as* for two things that are equal and *not as...as* for two things that are unequal. Have students ask and answer questions in pairs about the places and adjectives on the board.



Grammar

التهيئة

Have volunteers read aloud the sample sentences. Ask if the statements are true about their country. To make sure students understand the difference between the comparative and superlative, ask: **Why do we use faster in the sentence about trains and buses but the fastest in the sentence about planes? What is the difference between the comparative and the superlative?** Elicit that with the comparative we compare two people, two places, two things, etc. With the superlative we compare three or more items in a group or in the entire world.

مفردات الدرس

Comparative and Superlative Forms of Adjectives Comparisons with as...as Indirect Questions

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

the two people are talking about. Ask: **What are the names of the restaurants?** (Antonio's and Gino's). Have students complete the conversation with comparative and superlative forms. Go over the answers with the class. Then have students practice the conversation, being sure to switch roles.



Language in Context - Listening - Pronunciation - Conversation

التهيئة

Have students work in pairs to choose the best place for Yousef to live. First, have students read about Yousef and the kind of place he is looking for. Then have them read the four ads on the “For Rent” board. Have pairs discuss Yousef’s situation and then match his needs to one of the ads.

مفردات الدرس

a bit run down Definitely! The only thing is that... you can’t have it all

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students work in pairs to talk about their neighborhoods. Encourage them to describe both positive and negative features of their neighborhood



Reading - Project

التهيئة

Write the **Before Reading** questions on the board, and have students discuss them before they open their books. Then have students discuss what they know about Jeddah. Find out if anyone has been there and if so, what the city was like.

مفردات الدرس

base opinions reasons bride consecutive aspects leading houses combination

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Have students work in groups. First, have them choose a city or town in their country or another part of the world they think has either a good quality of life, or a bad quality of life. Then have them decide the type of information they want to present to the class; for example: cost of living/housing; medical, cultural, educational facilities; recreation; problems such as traffic, pollution, crime, overcrowding. Have each group prepare a written report as well as a presentation for the class. Have students vote on the best/worst place to live, based on the information presented.



Writing

التهيئة

Ask students to consider which types of charts or organizers would be most useful for setting out the assets and aims of something. Have students work individually to write notes in the chart. Tell them that they will later use their notes to write an essay about their town or city.

مفردات الدرس

vision advantages benefits achieve

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Encourage them to begin their essay with a topic sentence. Write some possible topic sentences on the board. For example: ***I live in a great city in a wonderful country. (City) is a city with a lot of assets and also a lot of things we can aim towards.*** Have volunteers read their essays to the class. Have students offer feedback.



Form Meaning and Function

التهيئة

Go over the information in the chart with the class. Focus students' attention on how *the* refers to specific objects or people, but it is not used when referring to plural or noncount nouns in general. Call on students to read the examples aloud. Provide more examples to show when the article is used and omitted. For example: ***Students read books.*** (*the* is omitted because the sentence refers to any/all students and books in general) ***The books we have are in English.*** (specific books in our class) ***Water is essential to life.*** (general) ***Don't drink the water; it's polluted.*** (specific water)

مفردات الدرس

The Definite Article: the

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Read the directions. Put students in pairs to complete the exercise. Check answers by calling on students to read the sentences.

