

Listen and Discuss - Pair Work

التهيئة

First, tell students what you are wearing. For example: ***I'm wearing a white shirt, a blue suit, a red tie, black socks, and black shoes. I'm also wearing a ring and glasses.*** Then ask about other students in the class. For example: ***Who's wearing a blue sweater and a blue skirt?*** Then have volunteers ask the questions.

مفردات الدرس

It's a Bargain price brand service floor bargain department store Accessories Jewelry Makeup
Outerwear Casual Wear eye shadow belt leather bags scarves rings bracelets earrings necklaces
prefer gold cheap blender microwave perfume sheets pillows suit

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Play the audio of the example conversations. Students listen and repeat. Draw on the board a three-column chart with the headings ***Items for sale, Colors, and Departments.*** Have students call out words for you to write in each column. Model each conversation with a volunteer, substituting the underlined words with words from the board. Make sure the volunteer responds appropriately. a Have students practice the conversation in pairs.



Grammar

التهيئة

Focus students' attention on the list of possessive adjectives in the chart. Explain that we use possessive adjectives (*my, your, his, her, our, their*) to indicate that one person or thing belongs to another, or is related to another.

مفردات الدرس

Possessive Adjectives Possessive Pronouns Question Word: Whose Pronoun: One/Ones Quantitative: Too

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Focus students' attention on the picture. Ask: ***Who is talking? What are they probably talking about?*** Have students glance at the conversation, without writing anything, to see if they are right. Have students complete the activity alone. Then they check answers with a partner and practice the conversation. Have a student write the answers on the board.



Listening - Pronunciation

التهيئة

Tell students that they are going to listen to and complete an ad with the missing words. Tell students that knowing what types of words they will be listening for will help them understand more easily. Ask: **What do you think goes before a.m. and p.m.?** (a number) **Before a % sign?** (a number) **After an adjective like special?** (a noun) **Do you think a plural noun or a singular noun goes after pair of?** (a plural noun) Play the audio. Have students listen to find out if they guessed the correct types of words.

مفردات الدرس

ad sale discount wool raincoat clearance pair purchase

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Play the audio. Students listen and repeat the sentences. Point out the connection between the ending sound and beginning sound in each pair of *linked* words. As a class, read the sentences aloud. Point out that *links* between two pairs of words often occur when the first word ends in a consonant sound and the next begins with a vowel (*are on* and *is on*).



Conversation

التهيئة

Have students cover the conversation and look at the picture. Ask: **Where are the people talking?** (in a mall) **What is the man doing?** (asking questions for a survey about shopping habits) **What kinds of questions is he asking?** Elicit and write students' ideas on the board. Play the audio of the conversation. Students just listen with the conversation covered. Ask: **Did you hear any of the questions on the board?** Play the audio again. Tell students to listen and read along.

مفردات الدرس

Do you mind + verb + -ing Not at all Not really stuff

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 answers.



Reading

التهيئة

Have students look at the first picture. Ask: **Where are the people?** (in a street market) Tell students it is Souq Al-Thumairi in Riyadh. Ask: **What can people buy in this place? Do you like to shop at street markets? Why (not)?**

مفردات الدرس

place traditional street markets lively atmosphere designer boutiques town. secondhand used items District furniture ridiculous tourists mixture cultural experience attraction

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Have students answer the questions individually. Tell them to underline the parts of the text that provided them with the answers. Then have students go over the answers with a partner. Finally, go over the answers with the class.



Writing - Project

التهيئة

Ask students if they, or someone they know, have ever bought anything online. If so, ask: **What did you buy? Were you satisfied with the product? How did you pay for it?** Have students read the text quietly on their own. Go over the meaning of any new vocabulary with the class, first by having students try to work out the meaning in context.

مفردات الدرس

advantages disadvantages shopping online informal writing preference

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Organize students into small groups. Tell groups they will submit their advertisement for assessment and present it to their classmates. Have groups decide on the store they would like to design an advertisement for and write the text. Tell them they can look at sales flyers for ideas. They can also look in magazines for pictures of the items on sale at their store. Encourage them to be creative with their design and illustrations. Have groups present their finished advertisements to the class. Display the advertisements in the classroom.



Form Meaning and Function

التهيئة

Explain that *can*, *could*, *may*, and *might* are modal auxiliaries. Their 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

Can/May/Could May/Might

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Do the first item with the class as an example. Point to the picture and elicit the missing word.
(Can/Could/May) Tell students that for most of the blanks there is more than one possible answer. Have students complete the exercise individually. Go over the answers by having two volunteers role-play the conversation. Elicit alternative answers as well.

