

## Listen and Discuss - Pair Work

التهيئة

Say five sentences that describe everyday activities. For example: ***I get up at six o'clock every day. I eat breakfast at seven. I go to school at eight. I go home at four. I go to bed at ten.*** Act out the sentences as you say them. Then say the sentences in random order. Have students say the time. For example: **You:** I go to school. **Class:** At eight. **You:** I get up. **Class:** At six.

مفردات الدرس

What Time Do You Get Up? Around the World wake up get up serves breakfast take the train traffic ride home by bike do homework have dinner works late What time is it?

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Put students in pairs to practice conversations **A** and **B**. They should take turns asking and answering, and should repeat each conversation several times. For conversation **A**, they substitute different people and activities from the pictures. For conversation **B**, they substitute real information about their activities and what time they do them. Ask a few pairs to act out their conversations for the class.



## Grammar

### التهيئة

Focus students' attention on the diagram for the frequency adverbs. Point out the position of the frequency adverb in the example question and answer. (It goes before the verb.)

### مفردات الدرس

Adverbs of Frequency: always, usually, sometimes, never    Prepositions: at, in, on in Time Expressions

### مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

### إغلاق الدرس

Focus students' attention on the photos. Ask: ***What is Derek doing in the picture on the right?*** (He's visiting his grandfather.) Elicit the correct sentence from the class and write it on the board: ***Derek usually visits his grandfather on weekends.*** Point out the position of the frequency adverb. Have students work individually to write the other sentences. Check answers by having volunteers come to the board to write the sentences.



## Listening - Pronunciation

التهيئة

Ask a volunteer to read the directions aloud. Give students a minute to read the sentences silently. Explain that a *typical day* refers to the activities someone usually does every day. The word *weeknights* refers to the evenings of school days. *Weekend* means the days when there is no school. Play the audio for students to listen.

مفردات الدرس

typical day exercises practice. weekends. weeknights

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.



## Conversation

التهيئة

Have students look at the photo. Ask: **Who are Fahd and Ryan?** (They're friends.) **What are they doing?** (talking on the telephone) Elicit ideas about what time of day it is and where the boys are going. Ask students to close their books. Play the audio of the conversation twice.

مفردات الدرس

Where are you off to? awesome No way!

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Arrange students in small groups to ask and answer the questions. Assign one student the role of leader. That student should make sure that everyone in the group gets a chance to ask and answer questions. Have one student from each group report some of the group's answers to the class. How many different kinds of lessons and weekend activities do students in the class participate in? Which ones do they like the best?



## Reading

### التهيئة

Discuss the **Before Reading** questions. If your school has a newspaper or web page, ask what kind of articles and information it contains. Focus students' attention on the titles and subtitles. Ask: ***What countries are you going to read about?*** (Saudi Arabia and Ecuador) Play the audio twice. The first time, students listen with their books closed. Then they open their books and follow along with the text.

### مفردات الدرس

Schooldays newspaper arrive assembly Saudi national anthem go straight to optional period extra tutoring village generator

### مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

### إغلاق الدرس

Have students work individually to underline activities in the two paragraphs that are different from their school. Put students in pairs to compare answers. Then have pairs report the differences to the class. Finally, ask: ***What things are the same?***



## Writing - Project

التهيئة

Ask students if they have a pen pal. Explain that a pen pal is a friend with whom you exchange letters or emails. This friend usually lives in another city or country.

مفردات الدرس

email middle school by on to in routines

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Brainstorm ways that students can research school routines in other countries. In addition to the Internet, students might have friends or family who live in other countries, or have pen pals in other countries. Put students in groups to organize the research. Each group member should have a task, such as looking something up on the Internet or writing to a friend in another country. Set a date for finishing the research. When the research is finished, students meet and decide how to write and present their report. Set a day for students to present their reports. Collect the written reports for assessment.



## Form Meaning and Function

التهيئة

Present to the class when the simple present and the present progressive are used. Point out that the progressive is used mainly for two reasons— to express that something is happening right now, or that something happening now is temporary.

مفردات الدرس

Simple Present versus Present Progressive

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Have students work individually to complete the sentences. Have them check their answers with a partner by taking turns reading the sentences aloud. Then call on volunteers to read for the class.

