

Listen and Discuss - Pair Work

التهيئة

Ask students if they drive. Ask them what they, or people they know, do to drive safely. Say sentences, and then ask students related *yes/no* questions. For example: ***You must wear a seat belt. Do you wear a seat belt?*** and ***You shouldn't drive too fast. Do you drive fast?*** Have students answer in full sentences. For example: *Yes, I wear a seat belt. No, I don't drive too fast.*

مفردات الدرس

Drive Slowly interested in look for exterior interior Parts of a car International Traffic Signs steering wheel windshield dashboard seat belt rearview mirror road sign

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Play the audio for the model conversations. Students listen and repeat. Ask what other questions could be asked. Elicit and write on the board questions, such as the following: ***What's the next thing a driver should do? What should a driver do after that? Then what should a driver do? What else should a driver do? What else shouldn't a driver do?*** Have students work in pairs to ask questions and give advice about driving safely. Make sure students take turns asking questions and giving advice.



Grammar

التهيئة

Call on volunteers to read aloud the example sentences in the chart. **a** Remind students that both *must* and *should* are modal auxiliaries. The 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

Modal Auxiliaries: Must/Mustn't/Must Not and Should/Shouldn't Adverbs of Manner

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Have students describe what each sign refers to; for example, *littering*, *riding a bike*, *feeding animals*, etc. Have students work in pairs to talk about what people shouldn't or mustn't do if they see these signs in public. Remind students that *must not* is stronger than *shouldn't*. Using *shouldn't* means that the person has the choice to follow the sign or not. Using *must not* means that the person has no choice.



Language in Context - Listening - Pronunciation - Conversation

التهيئة

Have students describe the person in the picture. Elicit the term *aggressive driver*. Ask students if they know any aggressive drivers. Have volunteers read aloud the items in the first column of the chart. Go over any new vocabulary.

مفردات الدرس

You can't be serious Hey I'm doing 60

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Review the situation: A student is in a taxi, and the taxi driver is speeding and driving recklessly. Have the student try to get the driver to slow down and drive carefully. Follow the same procedure as in **A**.



Reading - Project

التهيئة

Have students read the first sentence of the reading. Tell them that sometimes a writer will reveal the subject of a reading by stating a question that will be answered in the reading. Have them tell you in their own words what they are going to learn. (why some countries made decisions about driving on the left versus driving on the right)

مفردات الدرس

side of the road right investigate confusion conquered custom trend

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

First, brainstorm with the class a list of ten common causes of car accidents. Then have students work in groups to prepare a list of driving tips and safety rules for new drivers. Have them create a poster. Encourage students to find or draw their own pictures. They should also choose roles; for example, one person to research, one to write, one to create or collect the art, and one to make the presentation. Tell groups they will submit the written portion of the



Writing

التهيئة

Ask students what they know about the driving age in their country and other countries. Ask whether they think this is a good age and why?

مفردات الدرس

legal driver's license reflexes immature responsible accident distracted impulses rage attention
cause reason result

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Encourage students to write an appropriate introduction to their essay. Students write their essay using their notes and ideas from the activities in the unit. Have volunteers read their essays for the class.



Form Meaning and Function

التهيئة

Focus students' attention on the first part of the chart. Read the requests and have individual students read the agreements and the refusals. Point out that *could* and *would* are a little more polite than *can* and *will*.

مفردات الدرس

Requests Commands Reporting Requests and Commands

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

demands in the paragraph. Do the first item together as an example. Ask: ***Is it a request or a command?*** (command) Elicit the imperative sentence. Have students write the sentences and then check their answers in pairs. Call on students to read aloud the requests and demands.

