

Listen and Discuss - Pair Work

التهيئة

Write on the board the names of a variety of record holders from the natural world and from the human world that you think your students will recognize. A mixed list could include, for example, **Mount Everest, the Nile, Russia, Burj Khalifa, Usain Bolt**, etc. Be sure to include up-to-date information as records, especially human records, are constantly being broken and updated. Elicit information about each item and what it is that they have in common. (They are all world record holders.)

مفردات الدرس

Comparison facts adj+er adj+est more most as...as popular spectacular famous huge tall
luxurious cheap expensive old large dangerous feared hard endangered fast

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Play the audio for the model conversations. Students listen and repeat. Then have two students read aloud the conversation. Provide a model for a new conversation. Ask a student: Which is the most popular fruit in the world? (the banana) a Have students ask and answer questions in pairs, taking turns being the questioner. Monitor and correct students when they are not using the comparative and superlative correctly. a Have pairs that finish first practice similar conversations of their own using other world records. Ask pairs of students to present their conversations to the rest of the class.



Grammar

التهيئة

Choose volunteers to read aloud 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 people.)

مفردات الدرس

Comparative and Superlative Forms of Adjectives

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

First ask students to describe what they see in the pictures. Then have two students read aloud the example. Have students do the activity in pairs, taking turns asking and answering.



Listening - Pronunciation

التهيئة

Tell students that they are going to hear a tour guide talk about diamonds. Have them read the sentences and predict what the answers are. Play the audio. Have students listen and check their predictions. Play the audio again as students check their answers.

مفردات الدرس

guide interesting diamonds

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students listen to the audio and repeat the words and sentences. As an extension, elicit other words students know that end in *-er*.



Conversation

التهيئة

Have students cover the conversation and look at the pictures. Ask: **What do the people probably talk about in the conversation?** Elicit: *Desktop and laptop computers*. Ask: **What do you think of the desktop computer? What about the laptop? What comparisons can you make about desktop and laptop computers?** Elicit and write students' ideas on the board. Play the audio of the conversation. Ask students to listen for any of the comparisons on the board.

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 small groups to discuss and answer the questions. Have one person from each group report back to the class about the answers on which there was agreement and the answers for which group members did not agree.



Reading

التهيئة

As a warm up, write 2030 on the board and ask: ***How old will you be then? Where do you think you will be?*** Then have students look at the picture on page 95. Ask them to describe the picture and say where they think it is. Then ask them to imagine what the rest of the place is like inside and outside. Ask them what they think the relationship between the people is and why they are there. Have them suggest similar places in the Kingdom.

مفردات الدرس

Vision positive society health care education culture entertainment business job opportunities
natural resources economy

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

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



Writing - Project

التهيئة

First, go over the information in the **Writing Corner** about the passive. Do the first item with the class. Elicit that the verb *be* should agree with the subject *they* in the simple present (are), and then elicit the past participle of *make*. (made.) Have students complete the exercise individually and then compare answers with a partner. Check answers as a class by having volunteers read paragraphs of the text.

مفردات الدرس

passive emphasize

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Organize students into groups. Each group chooses an ancient monument to research. Encourage groups to choose different monuments. If students have a hard time thinking of monuments, assign one to each group, or provide a list for students to choose from. Have students use reference materials and the Internet to find factual information about the monument. Tell students that they will submit a written report about their monuments, as well as create a presentation for the class. Students should present the information about their monument in the form of a wall poster, if possible.



Form Meaning and Function

التهيئة

Read the explanation with the class. Call on students to read aloud the examples. Write the following sentences on the board: ***It was such a hot day. The test was so difficult.*** Ask: ***What do such and so mean in these sentences?*** Elicit that they emphasize the adjective and make it stronger.

مفردات الدرس

So...That/Such...That

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Tell students to rewrite the two sentences as one sentence. Model the first item with the class. Ask: ***Do we use so... that or such...that?*** (so...that) ***Where do we write so?*** (in front of *tired*) ***Where do we write that?*** (after *trip*) Have students complete the sentences individually and then compare answers with a partner. Check answers by having students read their sentences for the class.

