

Unit 4

Listen and Discuss

التهيئة

Tell students briefly about one TV program you like and one that you don't like. Then, with books closed, ask students the first two introductory questions. Have students discuss their answers with a partner. Invite a few pairs to tell the class which programs they like and dislike.

مفردات الدرس

air contestants plot puzzling broadcast inspiring prosperous version

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Have students work in pairs to create their program. Tell them that they are going to have to sell their idea to the owners of the television station. Select a group of students to play the role of the owners of a television station. Then select a few pairs to present their ideas. The owners vote on the idea they like best.

Unit 4

Grammar

التهيئة

Write this sentence on the board: Jack sold the car. Ask: What did Jack sell? (his car) Explain that in this sentence the car is the direct object of the verb sell. Then write these sentences on the board: Jack sold the car to John. Jack sold John the car. Ask: Who did Jack sell the car to? (John) Explain that John is the indirect object. Point out the different positions of the indirect object, before or after the direct object, and the use of the preposition. Read the explanations and examples in the chart

مفردات الدرس

Direct and Indirect Objects To and For

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Have students work in pairs. To begin, one student works on the poster story while the other works on the graduation story. Then they read both stories and work together to finish them. They should write at least five or six sentences for each story. Tell them that it isn't necessary to use direct and indirect objects in every sentence, but they should use them once or twice in each story. Ask a few pairs to read their stories to the class. Have them point out the sentences that have direct and indirect objects.

Unit 4

Conversation Listening Pronunciation VocabularyBuilding

التهيئة

Briefly introduce the topic of reality shows. Do students watch them? If so, which ones do they watch? If not, why not? (Students will discuss this topic in more depth later, so keep this discussion short.) Play the audio. Have students listen to the conversation with their books closed. Play the audio again and have students listen and follow along in their books.

مفردات الدرس

get a kick out of remote bugs all C'mon couch potato Nah.

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students work individually to match the words with the definitions. Have students compare answers with a partner.

Unit 4

Reading - Speaking

التهيئة

Discuss the Before Reading questions with the whole class. Elicit several reasons for the popularity of television, what they know about television, and make notes on the board. Play the audio. Ask students to listen and read along in their books. Refer students back to the notes on the board. Were any of their ideas mentioned in the article?

مفردات الدرس

evolution distinct prototype transmit patent milestone affluence

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Have students in groups. Tell them they are going to talk about their favorite TV shows. Focus their attention on the chart. Have them compare their notes and decide which are the popular TV shows. After several minutes, when students have finished, as a class, have them find out about the other groups and compare their findings.

Unit 4

Writing

التهيئة

Direct students' attention to the picture. Discuss what they see. Elicit the answer: A poster advertising the TV film 'Moby Dick.' Have students read the questions for 1. Elicit the genre of TV film they watch. Ask them to work in pairs and discuss their preferences. Read the directions for 2 and 3 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class. Have students read directions for 4. Allow time for them to read the review and answer the questions in pairs. Call on students to report their answers in class.

مفردات الدرس

mutilated revenge vengeance mammal hatred doomed flung staggeringly

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Direct students to the Writing Corner. Elicit what they know about review writing. Tell them that the guidelines provide information about how to organize their information about a book or TV film in order to write a review. Go through the guidelines with the students. Have students write the first draft of their review. Ask them to help each other edit their texts. Post the reviews on the board or the wall for the class to read later and make comments on post- its. Ask students to comment on whether they would like to read the books reviewed. Ask why/why not?

Unit 4

Form Meaning and Function

التهيئة

Write the words on the board and say them out loud: a TV and an English class. Show students how it's easier to say 'an English class' with the /n/ sound in an. Go over the explanation and other examples of a and an in the presentation. Explain that the definite article comes before singular and plural nouns: the student and the students. Tell students we use the for specific objects or people that have already been introduced or that are already known. For example, He is an English teacher. The English teacher is very knowledgeable about other cultures.

مفردات الدرس

Articles definite the indefinite a an Adjective Clauses and Relative Pronouns subject object

مهارات التفكير

Form, Meaning, and Function Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Ask students to complete the statements 1 to 10 in three minutes. Have students close their books and ask students at random: What's a quiz show host? What's a crime drama? Point out that the name of the TV quiz is Define It! For this reason students must give a definition and use a relative pronoun. There are no commas.

Unit 4 Project

التهيئة

Organize students in groups. Tell them that they are going to write and produce a TV episode. Read directions 1 and 2 with the class. Ask groups to discuss and decide on the type of program that they would like to produce , the roles of the people involved and the events that transpire in about 5 minutes of the episode. Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.

مفردات الدرس

episode produce roles script contestants props

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Let groups organize themselves and get ready to rehearse. Encourage the actors to rehearse their lines. When they are ready allow each group to take turns rehearsing in class. The rest of the groups watch and make suggestions for improvement. Have more trial runs if necessary and then have students act out the episode and film it. Watch the filmed episodes and evaluate them