

Listen and Discuss - Pair Work

التهيئة

Using verbs in the past tense, talk about what you did last weekend. For example: ***I went to the mall. I visited a friend. I was at a park.*** Then ask students questions about their weekend. For example: ***Did you go to the mall/visit a friend? Were you at a park?*** Elicit: *Yes, I did/ No, I didn't* or *Yes, I was/No, I wasn't*.

مفردات الدرس

What Was It Like? museum exhibits Galleries Sights Tours Closed Tickets Students free Open daily Admission Special discount Schools only

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Play the audio of the model conversation. Then have a student ask you the questions. Answer them truthfully. Then ask a student the questions, making a substitution for the first question. For example: ***What did you do last Thursday?*** Ask: ***What's another way to say How was it?*** (What was it like?) If students need help, refer them back to the presentation conversation. Have students practice the conversation in pairs. They should do it several times, each asking about at least two different days.



Super Goal 2.2 Unit 6

Grammar

التهيئة

Before students look at the grammar chart in the book, write the paradigm on the board and ask students to copy it in their notebooks and complete it. Then have two volunteers come to the board and fill in the blanks. (I / He / She / It was; You / We / They were) _____ was OK yesterday. _____ were OK yesterday.

مفردات الدرس

Simple Past Tense: be Simple Past Tense: Regular and Irregular Verbs

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Have students complete the exercise individually. Point out that in some cases there will be two words in one blank. Tell them to write an answer to the question at the end of the paragraph. Write the answers on the board. Ask several students how they answered the question.



Listening - Pronunciation

التهيئة

Tell students they are going to listen to reviews of events and decide if the reviews are good or bad. Have them look at the chart and identify the four events. Play the audio three times. The first time, students just listen; the second time, they mark their answers; the third time, they check answers

مفردات الدرس

radio reviews reporter

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Play the audio. Students listen and repeat.



Super Goal 2.2 Unit 6

Conversation

التهيئة

Have students cover the conversation and look at the picture. Ask: ***What is this place? Would you like to be there? Why or why not?*** Write the following words on the board: ***voice mail, opening, awesome, volcano, red hot lava, special invite.*** Tell students to listen for these words in the conversation. Play the audio of the conversation.

مفردات الدرس

That's too bad You did? out of this world

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Have students discuss their answers in pairs. Then have students switch partners and tell their new partners about their first partners. For example: ***Fahd went to an exciting football game. His team won in extra time.***



Reading

التهيئة

Tell students to look at the pictures. Ask questions such as the following: **What is the man doing?** (writing calligraphy) **What is he using to write with?** (a *qalam* or special reed pen and ink) **What do you see in the other two pictures?** (pages of the Holy Qur'an, calligraphy) **Do they look new or old?** (old) **Is the writing style the same or different?** (different) **Why?** Elicit several possible reasons. Play the audio of the reading.

مفردات الدرس

calligraphy? Heritage lines shapes Styles printing handwriting.

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Arrange students in small groups to discuss what they know about historic calligraphy they have seen or read about.



Writing - Project

التهيئة

Model the activity by recalling an event that you attended. Describe as many sensory details as possible. Then ask a few volunteers to describe their own experience at an event.

مفردات الدرس

performance event attend sensory details Sights Sounds Smells Tastes Touch Feelings narrative story

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Have students check in their local newspaper or on the Web for the week's events in their town. Organize students in groups and have each group make a brochure for one of the events. Tell them to make sure the brochure is attractive and informative. Have them look in magazines and newspapers to find pictures and words to include in their brochures. **a** Tell students that they will submit their written brochures to you for review and assessment. **a** Have groups show their brochures to the class. The class votes on the best one.



Form Meaning and Function

التهيئة

Read the explanation about intensifiers with the class. Explain that intensifiers are adverbs that emphasize adjectives (and other adverbs). Have students read aloud the examples.

مفردات الدرس

Intensifiers very really quite pretty extremely quite Intensifiers with Strong Adjectives absolutely totally

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Model the first item with the class. Elicit other possible adjectives for *good*. For example: *interesting, fantastic, awesome, great, wonderful*, etc. Then elicit other intensifiers to go with the adjectives. Write the new sentences on the board. Have students work individually to complete the sentences. Then have them take turns reading their sentences to a partner. Have several students read their answers for the class.

