

Listen and Discuss - Pair Work

التهيئة

Ask students to think of three things in their home that they no longer use. Have students say what the three things are and what they would like to do with them; for example, give them away, throw them away, or sell them.

مفردات الدرس

Good Deal garage sales tools pretty ladder garbage can hose luggage teapot pot plates frying pan cups saucers knives antique

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Play the audio for the sample conversations. Students listen and repeat. Model the task by asking a question and having a student respond. For example, ask: **Hanan, the toys are cute, aren't they?** Have students ask and answer questions in pairs.



Grammar

التهيئة

Have volunteers read aloud the questions in the chart. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is *yes*. If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is *no*.

مفردات الدرس

Tag Questions Negative Questions Be Able To

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Before students look at the task, read aloud the sample situation. Elicit a possible response, telling students to use a negative question. Then have them look at the sample response in their books. Have students read each situation and write a negative question to begin each conversation. Have them compare sentences in pairs.



Language in Context - Listening - Pronunciation - Conversation

التهيئة

Before students open their books, ask: **How much do (or did) you like your history class? How good are you at historical facts?** Brainstorm with the class important people, places, and events in history. Write the topics on the board. For example, if a student says *Christopher Columbus discovered the Americas*, write on the board **Christopher Columbus**.

مفردات الدرس

How do you do? Is that so? I'll be happy to... show someone around

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students do the activity in pairs. Set up the situation. A student starts talking to a stranger, for example in a restaurant, at a park, in a store, or at a train station. During the conversation, the stranger says one or two things that surprise the student. Have the student start the conversation with *You aren't from around here, are you?*



Reading - Project

التهيئة

Explain to students that it is always a good idea to set a purpose before reading. There are many possibilities: to find out the main idea, to get specific information, to learn the meaning of certain words, to categorize information, to learn new facts, or simply to read for enjoyment. In this reading students will be looking for coincidences, or surprising and unexpected events. Have students discuss the **Before Reading** questions. Introduce other words related to *twins*, such as *triplets*, *quadruplets*, *quintuplets*, *sextuplets*, and *septuplets*. Ask students if they have ever heard of any cases of multiple births.

مفردات الدرس

Twins look like coincidence confuse orphan heredity triplets touching

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

In groups, have students discuss when and where to hold the garage sale and what to sell. Then they prepare a written ad or sign to advertise the sale. Have groups present their ad to the class and submit the written portion of the project.



Writing

التهيئة

Draw students' attention to the picture. Tell them they are going to read about a chance meeting at college. Elicit how the young men in the picture might feel. (surprised). Have students work in pairs to put the paragraphs in the correct order.

مفردات الدرس

coincidence event chain diagram chance meeting

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Have students begin their story with a topic sentence. Write some possibilities on the board, such as ***A few years ago I had a wonderful chance meeting .../ It was the strangest coincidence of my life ...*** Have students write about a coincidence using their notes from the diagram. Ask volunteers to share their writing with the class.



Form Meaning and Function

التهيئة

Have volunteers read aloud the questions and responses with *should* in the chart. Ask: **How do we ask for suggestions?** (We use *should*.) To remind students about word order with *should*, put the following words on the board and have students unscramble them. ***should / a / game / play / We / . should / game / play / we / What / ?***

مفردات الدرس

Suggestions should shouldn't Why don't...

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Go over the directions with the class. Have volunteers read the example. Put students in groups of four to plan a school trip. As they are working, walk around the room and make sure they are using the language correctly. Have a member from each group report to the class about the school trip their group has planned.

