

Listen and Discuss - Pair Work

التهيئة

With students' books closed, discuss the introductory questions as a class. Write the word **mistake** on the board. Ask students to define it and give examples. A sample answer might be: *A mistake is something that you wish you hadn't done. A small mistake might be an error on a test. A big mistake, such as quitting school, might affect the rest of your life.* Write the quote from introductory question 2 on the board: **"Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: could have, might have, and should have."**—Louis E. Boone. Discuss the quote as a class, eliciting what it means to students. Ask for examples of things that people often regret not doing or trying; for example, not going to college, not taking a job opportunity, etc. As a class, discuss introductory question 3.

مفردات الدرس

mistake boost endure flop novelty outraged tampered

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Arrange students in pairs to interview each other about mistakes. Make sure they switch roles. Call on a few volunteers to share their stories with the class. Have the interviewer explain the story told by his or her partner.



Grammar

التهيئة

Briefly review modals in the present. List on the board: **may, might, could, must, should**, and **(be) supposed to**. Elicit an example sentence using each.

مفردات الدرس

Modals May Have/Might Have Passive Modals

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Read the directions aloud. Direct attention to the example photo. Ask: **What is happening in this picture?** (A man is standing in the rain.) Read the example sentences aloud. Elicit one or two other possible sentences to describe the photo. Have students work with a partner to write at least three sentences about each photo. Call on several pairs to read their sentences aloud for each photo.



Conversation - Listening - Pronunciation – Vocabulary Building

التهيئة

Focus students' attention on the photo. Ask them to cover the conversation. Ask: **What can you see?** (two young women shaking hands) Write on the board: **What do you think happened?** Tell students that they will listen for the answer to this question. Play the audio. Have students listen with their books closed for the answer to the question on the board.

مفردات الدرس

(no) big deal slip (one's) mind make too much of (something) Don't sweat it flake

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.



Reading - Speaking

التهيئة

With books closed, discuss the **Before Reading** question with the class: ***Can an accident or mistake ever end up leading to something good?*** Elicit personal stories from students about good things that have come from mistakes. If students have difficulty coming up with stories, provide an example, such as the following: ***Last week, I overslept one morning. I left my home a half hour later than usual, thinking I would be late for work. It turned out to be lucky. If I had left earlier, I probably would have been caught in an awful traffic jam, caused by a multiple car accident.***

مفردات الدرس

accident absent-minded adhesive automatically damage discarded ubiquitous

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Arrange students in pairs to discuss the question. Each student should answer and explain his or her thoughts. Have students copy the chart in the notebook and write their ideas. Then form groups of four by putting two pairs together. Have the pairs explain to each other their ideas about the two questions. Open up the group discussions to a class discussion. Ask groups to share their answers with the class.



Writing

التهيئة

Write question 1 on the board. Call on a volunteer to read it aloud in class. Give students a couple of minutes to think about it and elicit answers. Have the rest of the class listen and comment/compare with their experiences.

مفردات الدرس

mistake turned out involved incident

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Read the last question in the Writing Corner and elicit answers from students.



Form Meaning and Function

التهيئة

Tell students to read through the vocabulary items in the chart and circle any words or phrases with which they are unfamiliar.

مفردات الدرس

Words Connected with Business Articles: a/an the Count/Noncount Nouns Expressions of Quantity: Some/Any Expressions of Quantity: A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Read out the directions and call on two students to model the example. Give students a few minutes to form possible questions about the nouns in the box in exercise C. Using their notes, students should then take it in turns to ask and answers questions. Call on volunteers to role-play their conversations for the class.



Project

التهيئة

Direct students to the photos on the page and ask them to discuss what they see in pairs. Ask them to brainstorm in small groups and list home inventions and appliances that they can think of.

مفردات الدرس

modern homes equipped inventions devices gadgets appliances

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Have students outline the stages that they will have to go through to prepare a poster presentation. Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.

