



Mega Goal 2.3
Unit 4
Preparation
What Would You Do?

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MG23
Unit 4
Preparation

1-LISTEN & DISCUSS

WARM UP

Begin the class by presenting students with a small moral dilemma. For example, say: One of your friends asks you to read a report he wrote for a science class. You read it and realize that he copied it directly from a website.

Ask: What would you do?

VOCABULARY

dilemma - dread - motivate – tempted - morally - responsible – vanish – consider – reason-ethical - moral

CRITICAL THINKING

Remembering:

- Before reading question

Understanding:

- Activities Quick Check A & B

Applying

- Activity (pair work)

Creating:

Students use the context to create meaning for unknown words.

CLOSURE

Name three things you have learned today.

ENRICHMENT

<https://wordwall.net/resource/27022285>

<https://wordwall.net/ar/resource/13285200>

3- Grammar

WARM UP

Write this sentence on the board: If I wanted to go downtown, I would take the bus. Ask: Do I want to go downtown? (no) Explain that this is a hypothetical or imaginary situation. You're saying that if something were true, this is what you would do.

VOCABULARY

Grammar Terms:

Present Hypothetical Conditionals versus Past Hypothetical Conditionals - Implied Conditionals - *As If / As Though* for Unreal Situations

CRITICAL THINKING

Understanding:

Students answer activity: A, B, & C

Applying:

Students give examples of grammar structures

Students diagram the grammar structures

CLOSURE

What have you learned today?

ENRICHMENT

<https://wordwall.net/ar/resource/13505944>

4- CONVERSATION

WARM UP

- Ask: Do you ever talk to friends when you have a problem and can't decide what to do? Do your friends give you good advice? Do you follow it?
- Focus students' attention on the photo. Ask: What is the boy in the photo doing? (He is stealing clothing from a store.)

VOCABULARY

Real Talk:

Rotten - I wouldn't put it past him - blow the whistle on – call

Expressions:

As far as I'm concerned . . . - I feel / I believe . . . - I would think/say that . . .

In my opinion . . . - It seems to me that . . . - The way I see it . . .

CRITICAL THINKING

Understanding:

(About the conversation Activity)

Applying:

(Your Turn Activity)

Creating:

Ss use the context to create meaning for unknown words.

CLOSURE

What have you learned today?

ENRICHMENT

5- LISTENING

WARM UP

Ask students if there are ever situations in their country where hikers or other types of adventurers need to be rescued. Ask: Who performs the rescues? Who pays for them?

VOCABULARY

condition -

Vocabulary Building:

Genetic – treatable – diagnosis – undergo – inherited – preventative – controversial - potential

CRITICAL THINKING

Understanding:

- Answer listening activity
- Answer Pronunciation activity
- Answer Vocabulary Building

Applying:

- Use the new vocabulary in new sentences

CLOSURE

What have you learned today?

ENRICHMENT

<https://wordwall.net/resource/26916239>

8- READING

WARM UP

Present the following situation and task to the class.

Situation

A friend of yours has been offered an opportunity to undergo genetic testing. There is a history of a genetic eye condition among the older people in his family. He doesn't know much about genetic testing. He's uncertain about having the test. He's asked for your advice.

Task

You have seen this article and think it might help your friend make the decision. Read the article and summarize some of the most important points for your friend. Recommend that he read it for himself.

VOCABULARY

disorder - downside – ethics (WB) – peek – treatable/untreatable - predictable - questionable
- excitable - irresistible

Revise Vocabulary Building

CRITICAL THINKING

Understanding:

- Answer Before Reading activity
- Ss read the article to summarize some of the most important points in the article.

(Summarizing)

- Answer After reading activity

Creating:

Ss use the context to create meaning for unknown words.

CLOSURE

I show how the lesson relates to students' real word needs.

What have you learned today?

ENRICHMENT

<https://wordwall.net/ar/resource/13506203>

9- SPEAKING

WARM UP

Put students in small groups to discuss the questions. Encourage students to use expressions for giving opinions such as:

As far as I'm concerned...

From my point of view...

I think/feel/believe that...

I've always thought/felt/believed that...

In my opinion...

VOCABULARY

Not applicable

CRITICAL THINKING

Applying:

- Complete table
- Present in front of class

CLOSURE

Stress the importance of presentation skills

ENRICHMENT

10- WRITING

WARM UP

Direct students' attention to the pictures along the side of the page. Elicit ideas from them about the pictures.

Ask them questions like these to help them:

Who are the people in the pictures?

Where are they?

What are they doing? How do you know?

VOCABULARY

Disapprove – reluctant -

CRITICAL THINKING

Understanding:

Answer A activity: Qs.

Answer B activity: complete the graphic organizer

Applying:

Write a speculative and personal narrative about an important decision that you or a family member has made.

CLOSURE

I review the key points of writing a reflective and speculative personal narrative in writing corner points.

ENRICHMENT

11- FORM, MEANING & FUNCTION

WARM UP

- Present to the class when the future progressive is used. Explain that both *will* and *be going to* can be used to talk about a continuous action that will occur in the future.
- Write on the board: *What are you going to be doing...?*
/What will you be doing...? Then write future time cues on the board.
- Have students ask and answer questions using the cues.

VOCABULARY

Grammar Terms:

Future Progressive - Future Perfect - Used To versus Be Used To - Future in the Past

CRITICAL THINKING

Understanding:

Students answer exercise A, B, C & D

Applying:

Students diagram the grammar structures for articles.

CLOSURE

What have you learned in our lesson today?

(Stress the key points)

ENRICHMENT

<https://wordwall.net/ar/resource/13506476>

12- PROJECT

WARM UP

Have students look at the photos and identify what is in them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.

VOCABULARY

Not applicable

CRITICAL THINKING

Understanding:

- Complete table

Creating:

- Prepare and design presentation

CLOSURE

Appreciate what students do in unit 4.

Complete the self-reflection

ENRICHMENT

13- SELF REFLECTION

WARM UP

Write 'What Would You Do?' on the board and elicit as many ideas and words as possible from the class. List the words on the board.

VOCABULARY

Not applicable

CRITICAL THINKING

Remembering:

- Complete table

CLOSURE

Appreciate what students do in unit 4 and the whole semester.

Complete the self-reflection

ENRICHMENT

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12/05/2023

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My Telegram Channel

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لا تنسونا من دعواتكم

Talal Alhazmi



Warm Up

Lesson 1 Listen & Discuss

Discuss the first introductory question with the class. Elicit that moral and ethical are words that relate to ideas of right and wrong behavior. Actions that are good or right are called moral or ethical. Bad actions might be called immoral or unethical.

Lesson 3 Grammar

Change the word would in the sentence on the board to might and then to could. For each one, ask: How does this change the meaning? Elicit that would mean that you are fairly certain that this is what you would do. Might indicate that it's a possibility but not certain. Could mean that it's possible—there is a bus that goes downtown—but it's still not certain that you'll take it.

Lesson 4: Conversation, Listening, Pronunciation & Vocabulary Building

Focus students' attention on the photo. Ask: What is the boy in the photo doing? (He is stealing clothing from a store.)

Lesson 8 Reading

Give students time to read the entire article, thoroughly and calmly without interruption. As students are reading, encourage them to keep going, even if they don't understand every word, and underline all the potential diseases that can be identified using genetic testing. Go around the class and help if anyone is having difficulty.

Lesson 10 Writing

Have students read and think about question A. Organize them in small groups and ask them to make a list of criteria. Call on a student from each group to report their criteria in class. Hold a class discussion on the issue.

Lesson 11: Form, Meaning & Function

Go over the affirmative statements and the questions. Point out that in conversation, the short answers are enough. It's not necessary to repeat everything because the meaning is clear.

Lesson 12: project

Organize students in groups and have them brainstorm on medical practices and groundbreaking methods of treatment that they have heard of or know about.