

## Unit 3

### Listen and Discuss

#### التهيئة

Write on the board the introductory questions on page 34: 1. What things that we take for granted today did people not have 100 years ago? 2. Name a discovery or development that you think people will have (or use) 100 years from now. Arrange students in small groups. Have them discuss the questions with their books closed. Assign one student in each group the role of reporter. Call on the reporters to report back to the class about their group's discussion.

#### مفردات الدرس

circuits condensed determined extensively rank span

#### مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

#### إغلاق الدرس

Have students go to the board and write their predictions in a list under each category. Read and discuss the predictions as a class. Do students agree on what the year 2100 will be like

#### الإجراءات

<https://www.futuretimeline.net>

## Unit 3

### Grammar

#### التهيئة

Read the explanation with the class. Draw a timeline on the board to illustrate the concept of the future perfect. Plot the example sentences in the book on the timeline. Write on the board: By the time my children are grown, scientists will have found a solution to global warming. Ask: Which event will happen first in this sentence?

#### مفردات الدرس

Future Perfect   Future Perfect Progressive   Dependent Time Clauses   when, before, after, while, until, and since

#### مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

#### إغلاق الدرس

Have students work individually to copy down the first sentence of the paragraph and then complete it with their own ideas. Give students a minimum number of sentences to write, such as five. Call on a few volunteers to read their paragraphs for the class.

#### الإجراءات

<https://www.youtube.com/watch?v=yV4a6F05t0g>

## Unit 3

### Conversation Listening Pronunciation Vocabulary Building

#### التهيئة

Have students cover the conversation and focus their attention on the pictures. Ask: What do you think the old lady is doing? (She is reading a book.) What device do you see? (an electronic book reader or e-reader) Ask students: Do any of you use an e-reader? What do you like about it? What don't you like about it? How many books can it hold Play the audio. Have students just listen with the conversation still covered Play the audio again. Have students listen and read along.

#### مفردات الدرس

lugging ditch check out go with the flow hoopla

#### مهارات التفكير

Comprehension - Application - Memory - Concentration

#### إغلاق الدرس

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

#### الإجراءات

[https://www.youtube.com/watch?v=PNmMgDc\\_ztg](https://www.youtube.com/watch?v=PNmMgDc_ztg)

## Unit 3

### Reading - Speaking

#### التهيئة

With students' books closed, ask: What is space tourism? (when ordinary people visit space for vacation) Do you think space tourism will become common in your lifetime? Elicit students' opinions. Arrange students in pairs to discuss the Before Reading question: If you could go into space, would you? Why or why not? After a few minutes, elicit answers from a few pairs.

#### مفردات الدرس

space tourism rigorous lucrative concept estimated observe

#### مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

#### إغلاق الدرس

Arrange students in small groups to discuss the questions. To keep students on task, give them about five minutes to discuss each question. Assign the roles of leader, writer, and reporter. The leader makes sure that each student is contributing ideas. The writer takes notes on the group's ideas. (The writer should list the advantages and disadvantages that the group comes up with). When time is up, the reporter summarizes their group's discussion for the class.

#### الإجراءات

<https://www.youtube.com/watch?v=E8hqHOBmZzg>

## Unit 3

### Writing

#### التهيئة

Call on students to report their answers for the class. Hold a class discussion about how cities, homes, manufacturing, vehicles, trade, buildings, protective measures against radiation will change and whether changes will be good or bad. Have students justify their answers. Organize students in pairs or small groups. Read through question 2 and have students make notes.

#### مفردات الدرس

crops manufacturing vehicles trade radiation nuclear infrastructure?

#### مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

#### إغلاق الدرس

Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their essays. Call on volunteers to read their essays in class."

#### الإجراءات

<https://www.youtube.com/watch?v=50JwGq2ubb4>

## Unit 3

### Form Meaning and Function

#### التهيئة

Have different students read out the question and short answers. Write the example questions on the board and point out the assimilation in the question (D'they use the Internet? D'you? D'she? etc). Emphasize the word stress in the short answer: Yes, they DO. Have students practice the assimilation and intonation patterns of the questions and answers in the examples.

#### مفردات الدرس

be—been buy—bought come—came do—did drive—drove eat—ate feel—felt fly—flew go—went  
give—gave have—had know—knew make—made meet—met ride—rode see—saw spend—spent  
swim—swam take—took win—won astronauts gravity eclipse atmosphere

#### مهارات التفكير

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

#### إغلاق الدرس

Put students into pairs and explain they are going to do a 'jigsaw reading.' Explain that each student will read a different text but on the same topic. Students should ask and answer questions about each other's texts to find out as much information on the topic as possible. Encourage students to make notes on their partner's text. Students should then report to the class what they have found out.

#### الإجراءات

<https://www.youtube.com/watch?v=MI3S3kdkofo>

## Unit 3 Project

### التهيئة

Direct students to the photos of Riyadh. Have the students compare the two photos. Explain that the black and white photo on the left shows buildings in an older part of town whereas the photo on the right is a view of Riyadh as we see it now. a Have the students work in pairs to identify changes that have taken place in the city.

### مفردات الدرس

changes in a city   sidewalks   sanitation system

### مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

### إغلاق الدرس

Have students choose the presentations they like best to include in their class portfolio.

### الإجراءات

<https://www.youtube.com/watch?v=k6pg4nZS6fA>