



# Mega Goal 2 (MG2.1) Preparation

## Unit 3 Far & Away

Mega Goal 2  
MG2.1  
Term 1  
Unit 3  
Preparation

1-Listen & Discuss

**WARM UP**

- Use the questions on page 34 as the Warm Up. With books closed, tell students about an interesting hotel you have been to. Then ask students to tell you about the most interesting hotels they have been to.
- Ask students the question: What are the five things you expect a hotel to have? Have students tell a partner. Then discuss answers with the whole class.

**VOCABULARY**

circular – alternative – link – canopy – cozy – stunning - widespread - relatively - undisturbed - surface - commercial – ecosystem – capsule

**CRITICAL THINKING**

**Understanding:**

- **Students answer comprehension Qs about pictures (which hotels)**
- **Activities A & B**

**Creating**

- **Activity (pair work)**

**CLOSURE**

Name three things you have learned today.

**ENRICHMENT**

<https://wordwall.net/resource/23085686>

<https://wordwall.net/resource/33867765>

<https://wordwall.net/resource/34004667>

## 3- Grammar

### WARM UP

- Read the explanation about adverbs of degree with the class. Have students look at the articles on pages 34 and 35 to find examples of adverbs of degree.
- Write the following words on the board and have students find other words in the hotel descriptions with a similar meaning: absolutely, very, almost, barely

### VOCABULARY

**Adverbs of Degree:** absolutely - completely - hardly - quite -so - almost - enough - just - rather - too - barely - extremely - nearly - scarcely – very

**Sentence Adverbs:** actually - certainly - frankly - obviously - probably - admittedly - clearly - honestly - officially - undoubtedly - apparently - evidently - naturally - presumably - (un)fortunately

### CRITICAL THINKING

**Understanding:**

- Students answer activity: A, B, & C

**Applying:**

- Students give example of grammar structures
- Students diagram the grammar structures

### CLOSURE

Stress the key point of lesson

### ENRICHMENT

<https://wordwall.net/resource/9540948>

<https://wordwall.net/resource/34125800>

<https://wordwall.net/resource/36511552>

## 4- Conversation

### WARM UP

With students' books closed, ask the class about their experiences with airplane travel.

### VOCABULARY

**Real Talk:** red-eye - crummy - don't get it - a drag - Awesome!

**Expression: Making and Declining Special Requests**

I wonder if it would be possible... That won't be possible...

Do you think it would be possible...? I'm afraid (we) can't...

Unfortunately, that's not possible... We can't do it because...

I wish it were possible, but... The problem is...

### CRITICAL THINKING

**Understanding:**

(About the conversation Activity)

**Applying:**

(Your Turn Activity)

### CLOSURE

What have you learned today?

### ENRICHMENT

<https://wordwall.net/resource/22488366>

<https://wordwall.net/resource/33865293>

## 5- Listening, 6- Pronunciation & 7- VB

### WARM UP

Ask students if they've ever gone on a backpacking trip. Then have students look at the list of items. If several students in the class have gone on backpacking trips, ask: Which of these things did you take on your trip? If not, ask: What would you take on a backpacking trip?

### VOCABULARY

**Vocabulary Building:** pristine, preserve, conservation, incentive, deforestation, characteristics, remote, reduction, lush

### CRITICAL THINKING

**Understanding:**

- Answer listening activity
- Answer Pronunciation
- Answer Vocabulary Building

**Applying:**

Use the new vocabulary in new sentences

### CLOSURE

What have you learned today?

### ENRICHMENT

<https://wordwall.net/resource/36508297>

## 8- Reading

### WARM UP

- Ask a volunteer to read aloud the **Before Reading** question. Write the word *Ecotourism* on the board and underline *Eco*. Ask: *What does Eco- mean?* Then elicit students' ideas about the meaning of *ecotourism*.
- Focus students' attention on the pictures and the title.
- Ask: *What do you think the main idea of the article is going to be?* Elicit students' responses and make notes on the board

### VOCABULARY

#### Revise Vocabulary Building

Ss find words in the article & discuss meaning

#### Critical Th Understanding:

- Ss summarize each paragraph orally.
- Answer After reading activity
- What is the writer message to you? (inference)

### CRITICAL THINKING

#### Understanding:

- Ss summarize each paragraph orally.
- Answer After reading activity
- What is the writer message to you? (inference)

### CLOSURE

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

### ENRICHMENT

<https://wordwall.net/resource/36634409>

## 9- Speaking

### WARM UP

Revise previous lesson

### 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

- Read through question 1 together and ask students to think individually about the issues.
- Elicit ideas about what kinds of charts or systems for making notes and organizing information would suit this task.
- Have students make notes about the issues in whatever type of chart or organizer suits them.
- Share thoughts in groups or as a class. Discuss the issues and the types of charts they used.

### VOCABULARY

Not Applicable

### CRITICAL THINKING

#### **Understanding:**

- Answer A2 Qs.
- Complete table.

#### **Applying:**

- Write a letter to your friend

### CLOSURE

I review the key points of writing informal letter

### ENRICHMENT

<https://wordwall.net/resource/36677616>

<https://wordwall.net/resource/36677339>

# 11- Form, Meaning & Function

## WARM UP

- Ask a student to read aloud the affirmative and negative statements in the first part of the presentation. Have students focus on the form.
- Explain that the function of **be going to** is to express actions, intentions, and plans that have already been decided on (i.e. They are planned actions.).

## VOCABULARY

**Grammar terms:** Future with Be Going To - Information Questions

## CRITICAL THINKING

### Understanding:

- Students answer exercise A, B & C

### Applying:

- Exercise D
- Students diagram the grammar structures for present progressive & future

## CLOSURE

What have you learned in our lesson today? (Stress the key points)

## ENRICHMENT

## 12- Project

### WARM UP

- Organize students in groups and have them brainstorm on ecotourism in their country. Suggest that they think about: People, Places, Transport, Activities, Animals, Plants, Climate, Accommodation
- Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.

### VOCABULARY

Not Applicable

### CRITICAL THINKING

#### **Understanding:**

- Complete table

#### **Creating:**

- Prepare and design presentation (students create a poster promoting ecotourism in KSA).

### CLOSURE

- What have you learned today?
- I praise students for what they have accomplished during the unit 3

### ENRICHMENT

## 13- Self Reflection

### WARM UP

- Write *Far and Away* on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember.

### VOCABULARY

Not applicable

### CRITICAL THINKING

#### **Remembering:**

- Complete table

### CLOSURE

Appreciate what students do in unit 2.

Complete the self-reflection

### ENRICHMENT

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لا تنسونا من دعواتكم

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