



**Mega Goal 2 (MG2.1)**

**Unit 4**

**TV Around The World**

**Preparation**

**Talal Alhazmi**

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# Mega Goal 2 (MG2.1)

## Term 1 - Unit 4

### Preparation

#### 1-Listen & Discuss

#### WARM UP

- Tell students briefly about one TV program you like and one that you don't like.
- Then, with books closed, ask students the first two introductory questions.
- Have students discuss their answers with a partner.
- Invite a few pairs to tell the class which programs they like and dislike.

#### VOCABULARY

##### New Vocabulary:

acclaim – contestant – episode – host – obstacle – course – version – launch – plot – transmit – cutting – disturbing – factual – forensic – innovative – mysterious – prosperous – puzzling – air, broadcast – inspiring –

##### Kinds of TV programs

crime drama – game show – morning show – motoring series – quiz show – sitcom – sports program

#### CRITICAL THINKING

##### Understanding:

- Students answer comprehension Qs 1.2 & 3
- Activities Quick Check A & B

##### Applying

- Activity (pair work)

#### CLOSURE

Name three things you have learned today.

#### ENRICHMENT

<https://wordwall.net/resource/5790981>  
<https://wordwall.net/resource/33864932>  
<https://wordwall.net/resource/5671797>  
<https://wordwall.net/resource/5503216>

## 3- Grammar

### WARM UP

- Write this sentence on the board:  
Jack sold the car.
- Ask: What did Jack sell? (his car) Explain that in this sentence the car is the direct object of the verb sell.
- Then write these sentences on the board:  
Jack sold the car to John.  
Jack sold John the car.
- Ask: Who did Jack sell the car to? (John) Explain that John is the indirect object. Point out the different positions of the indirect object, before or after the direct object, and the use of the preposition.

### VOCABULARY

#### New Vocabulary:

tamper –

#### Grammar Terms:

Direct and Indirect Objects - *To* and *For* Before Indirect Objects

### CRITICAL THINKING

#### Understanding:

- Students answer activity: A & B

#### Applying:

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

### CLOSURE

What have you learned today? (Stress the key point of lesson)

### ENRICHMENT

<https://wordwall.net/resource/5941995>

<https://wordwall.net/resource/37367319>

<https://wordwall.net/resource/37233355>

## 4- Conversation

### WARM UP

- With students' books closed, ask the class about their favourites Tv shows.
- Briefly introduce the topic of reality shows. Do students watch them? If so, which ones do they watch? If not, why not?

### VOCABULARY

#### New Vocabulary

plate -

#### Real Talk:

all - get a kick out of - bugs - Nah – C'mon. – remote - couch potato

#### Expressing Certainty

I'm sure/certain/positive that...

There's no question that...

It's obvious that...

I'm telling you that...

### CRITICAL THINKING

#### Understanding:

(About the conversation Activity)

#### Applying:

(Your Turn Activity)

### CLOSURE

What have you learned today?

### ENRICHMENT

<https://wordwall.net/resource/5760426>

<https://wordwall.net/resource/36645564>

<https://wordwall.net/resource/34139510>

<https://wordwall.net/resource/37400850>

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

### WARM UP

- Ask students if they have ever seen any TV quiz shows.
- Tell them that they are going to listen to a conversation between the quiz show host and the contestant. Have them look at the chart so they know what they will listen for.

### VOCABULARY

#### Vocabulary Building:

affluence – evolution – milestone – patent – prototype – distinct – transmit

### 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?  
Prepare the next lesson at home.

### ENRICHMENT

<https://wordwall.net/resource/36508893>

## 8- Reading

### WARM UP

- Discuss the **Before Reading** questions with the whole
- class. Elicit several reasons for the popularity of television, what they know about television, and make notes on the board.

### VOCABULARY

- **Revise Vocabulary Building**  
Ss find words in the article & discuss meaning
- **New Vocabulary**

appeal – portion – conceive – demonstrate – feature -adequate – feasible – panel (WB)

### CRITICAL THINKING

#### Understanding:

- Answer Before Reading activity
- Ss summarize each paragraph orally.
- Give main ideas of each paragraph and supporting details (Examples)
- 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/36508893>

## 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

- Direct students' attention to the picture. Discuss what they see. Elicit the answer: A poster advertising the TV film 'Moby Dick'.
- Have students read the questions for 1. Elicit the genre of TV film they watch. Ask them to work in pairs and discuss their preferences.

### VOCABULARY

Not applicable

### CRITICAL THINKING

**Understanding:**

Answer A activity Qs.

Answer B activity: Complete table.

**Applying:**

Write a book review about the book you have read recently.

### CLOSURE

I review the key points of writing book review and discuss writing corner points.

### ENRICHMENT

<https://wordwall.net/resource/6024194>



## 11- Form, Meaning & Function

### WARM UP

- I write on the board

Talal saw a man walking.

Talal saw the man walking.

I ask what is the difference between the two sentences.

- Write the words on the board and say them out loud: *a TV* and *an English class*. Show students how it's easier to say 'an English class' with the /n/ sound in *an*.
- Go over the explanation and other examples of *a* and *an* in the presentation.
- Explain that the definite article *the* comes before singular and plural nouns: *the student* and *the students*.

### VOCABULARY

**New vocabulary:**

documentary -

**Grammar terms:**

- Articles
- Adjective Clauses and Relative Pronouns
- Relative Pronouns as Subjects of Adjective Clauses
- Relative Pronouns as Objects of Adjective Clauses

### CRITICAL THINKING

**Understanding:**

Students answer exercise A, B & C

**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/resource/1490352>

[https://youtu.be/RDkx4J\\_-QY?si=zHfptU6EJ1Boc8qz](https://youtu.be/RDkx4J_-QY?si=zHfptU6EJ1Boc8qz)

<https://youtu.be/yByCXhyEjt0?si=X29hLpRJMdPnOUbV>

## 12- Project

### WARM UP

- Revise the key points of previous lesson
- Ask, what software and apps are used for making film?

### VOCABULARY

Not Applicable

### CRITICAL THINKING

#### Understanding:

- Complete table

#### Creating:

- create & design

students create a 4 minutes episode

### CLOSURE

Appreciate what students do in the whole semester.

Complete the self-reflection

### ENRICHMENT

## 13- Self Reflection

### WARM UP

- Brainstorm *TV Around the World*. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 48 and 49. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember.

### VOCABULARY

Not applicable

### CRITICAL THINKING

#### **Remembering:**

Complete self-Reflection tables

### CLOSURE

Appreciate what students do in the whole semester.

### ENRICHMENT

<https://wordwall.net/resource/22052415>

<https://wordwall.net/resource/6001416>

Done by Talal Alhazmi

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MG21 T1 1445

My Telegram Channel

<https://t.me/TalalWorld>



لا تنسونا من دعواتكم

Talal Alhazmi

