

MG2.1 U3

Preparation

Far And Away

2ND GRADE SECONDARY

Grade 11

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MG2.1

UNIT 3

Far and Away

L1 & 2 Listen & Discuss

Unit 3	Lesson 1 & 2 Listen & Discuss
Warm up	<ul style="list-style-type: none">- 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	<p>Understanding:</p> <ul style="list-style-type: none">- Students answer comprehension Qs about pictures (which hotels)- Activities A & B <p>Creating</p> <ul style="list-style-type: none">- Activity (pair work)
CLOSURE	Name three things you have learned today.
Enrichment	<p>https://www.youtube.com/watch?v=Ak6t1Kfn29c</p> <p>https://wordwall.net/resource/23085686</p>

Lesson 3 Grammar

Unit 3	Lesson 3 Grammar
Warm up	<ul style="list-style-type: none"> - 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. <p><i>absolutely</i> <i>very</i> <i>almost</i> <i>barely</i></p>
Vocabulary	<p>Adverbs of Degree absolutely - completely - hardly - quite -so - almost - enough - just - rather - too - barely - extremely - nearly - scarcely – very</p> <p>Sentence Adverbs actually - certainly - frankly - obviously - probably - admittedly - clearly - honestly - officially - undoubtedly - apparently - evidently - naturally - presumably - (un)fortunately</p>
critical thinking	<p>Applying: Students give example of grammar structures Students answer activity: A, B & C Students diagram the grammar structures</p>
closure	Stress the key point of lesson
enrichment	<p>https://www.youtube.com/watch?v=Eo1upJ-86gM</p> <p>https://wordwall.net/resource/9540948</p>

Lesson 4 Conversation

Unit 3	Lesson 4 Conversation
Warm up	With students' books closed, ask the class about their experiences with airplane travel.
Vocabulary	<p>Real Talk: red-eye - crummy - don't get it - a drag - Awesome!</p> <p>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...</p>
critical thinking	<p>Understanding: (About the conversation Activity)</p> <p>Applying: (Your Turn Activity)</p>
Closure	What have you learned today?
Enrichment	<p>https://youtu.be/PX6hTccvCDk</p> <p>https://wordwall.net/resource/22488366</p>

Lesson 5 Listening, 6 pronunciation & 7 Vocabulary Building

Unit 3 Lesson 5 Listening, 6 pronunciation & 7 Vocabulary Building	
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: <i>Which of these things did you take on your trip?</i> If not, ask: <i>What would you take on a backpacking trip?</i>
Vocabulary	Vocabulary Building:
critical thinking	Understanding: <ul style="list-style-type: none"> - Answer listening activity - Answer Pronunciation - Answer Vocabulary Building Applying: Use the new vocabulary in new sentences
Closure	What have you learned today? Prepare the next lesson at home.
Enrichment	listening https://youtu.be/r6AbMJ7bNA8 Vocabulary Building https://youtu.be/5_Iu-noYjk0

Lesson 8 reading

Unit 3	Lesson 8 reading	
Warm up	<ul style="list-style-type: none"> - Ask a volunteer to read aloud the Before Reading question. Write the word <i>Ecotourism</i> on the board and underline <i>Eco</i>. Ask: <i>What does Eco- mean?</i> Then elicit students' ideas about the meaning of <i>ecotourism</i>. - Focus students' attention on the pictures and the title. - Ask: <i>What do you think the main idea of the article is going to be?</i> Elicit students' responses and make notes on the board 	
Vocabulary	Revise Vocabulary Building Ss find words in the article & discuss meaning	
critical thinking	Understanding: <ul style="list-style-type: none"> - 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://youtu.be/7hmtGqqaGok	

Lesson 9 Speaking

Unit 3	Lesson 9 Speaking	
Warm up	<ul style="list-style-type: none"> - Revise previous lesson 	
Vocabulary	Not Applicable	
critical thinking	Applying: <ul style="list-style-type: none"> - Complete table - Present in front of class 	
closure	Stress the importance of presentation skills	
Enrichment	https://youtu.be/FdwIzHUVBXs	

Lesson 10 Writing

Unit 3	Lesson 10 Writing
Warm up	<ul style="list-style-type: none"> - 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	<p>Understanding: Answer A2 Qs. Complete table.</p> <p>Applying: Write a letter to your friend</p>
closure	I review the key points of writing informal letter
Enrichment	https://youtu.be/fkgij1t7SQ

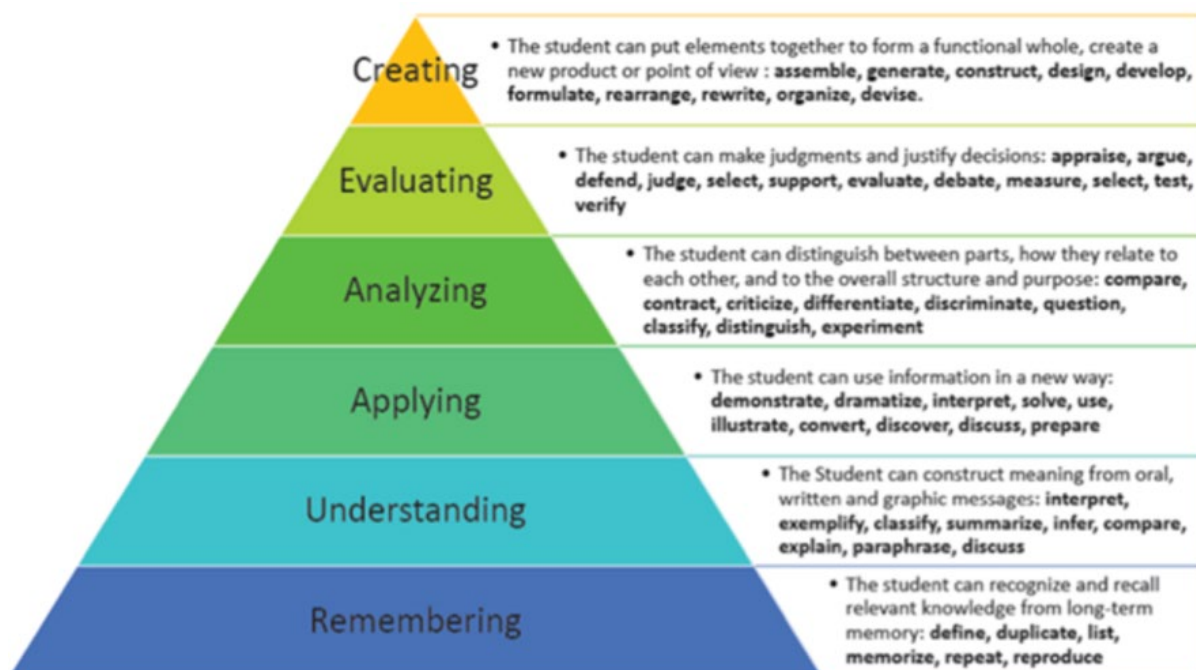
Lesson 11 Form, meaning and function

Unit 3	Lesson 11 Form, meaning and function
Warm up	Write on the board Are you going to travel to Jordan? (answer) Ali travelled to Dubai by plane last night. (Make questions use Who/ where/ how/when)
Vocabulary	Grammar terms: Future with <i>Be Going To</i> - <i>Information Questions</i>
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	https://youtu.be/Pa-tpgxc42k

Lesson 12 project

Unit 3	Lesson 12 project
Warm up	Revise the key points of previous lesson Ask, what software and apps are used for making poster?
Vocabulary	Not Applicable
critical thinking	Applying Complete table Creating create & design students create a poster promoting ecotourism in KSA.
closure	Appreciate what students do in unit 2. Complete the self-reflection
Enrichment	https://youtu.be/dlJzZiCSWFg

The Revised Bloom's Taxonomy



Based on Anderson's perspective, the Knowledge Dimension on the left side of the grid is composed of four kinds: Factual, Conceptual, Procedural, and Meta-Cognitive knowledge. The Cognitive Process Dimension across the top of the grid consists of six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Factual Knowledge	List	Summarize	Classify	Order	Rank	Compile
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate use	Execute	Construct	Achieve	Action	Actualize

Levels of Cognitive Process Dimension (Cognitive Domain)

The new terms which are defined in revised Bloom's taxonomy and the related key words and examples are;

1. Remembering

Remembering involves recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

Key Words (Verbs) — Defines, Describes, Identifies, Knows, Labels, Lists, Matches, Names, Outlines, Recalls, Recognizes, Reproduces, Selects, States.

Examples (Learning Objectives) — The student will be able to; Recite a policy. Quote prices from memory to a customer. Recite the safety rules.

2. Understanding

Understanding involves constructing meaning from different types of functions be they written or graphic messages, or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

Key Words (Verbs) — Comprehends, Converts, Defends, Distinguishes, Estimates, Explains, Extends, Generalizes, Gives an example, Infers, Interprets, Paraphrases, Predicts, Rewrites, Summarizes, Translates.

Examples (Learning Objectives) — The student will be able to; Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task. Translate an equation into a computer spreadsheet.

3. Applying

Applying involves carrying out or using a procedure through executing, or implementing. *Applying* relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.

Key Words (Verbs) — Applies, Changes, Computes, Constructs, Demonstrates, Discovers, Manipulates, Modifies, Operates, Predicts, Prepares, Produces, Relates, Shows, Solves, Uses.

Examples (Learning Objectives) — The student will be able to; Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.

4. Analyzing

Analyzing involves breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

Key Words (Verbs) — Analyzes, Breaks down, Compares, Contrasts, Diagrams, Deconstructs, Differentiates, Discriminates, Distinguishes, Identifies, Illustrates, Infers, Outlines, Relates, Selects, Separates.

Examples (Learning Objectives) — The student will be able to; Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.

5. Evaluating

Evaluating involves making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behavior before one creates something.

Key Words (Verbs) — Appraises, Compares, Concludes, Contrasts, Criticizes, Critiques, Defends, Describes, Discriminates, Evaluates, Explains, Interprets, Justifies, Relates, Summarizes, Supports.

Examples (Learning Objectives) — The student will be able to; Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

6. Creating

Creating involves putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different thus creating a new form or product. This process is the most difficult mental function in the new taxonomy.

Key Words (Verbs) — Categorizes, Combines, Compiles, Composes, Creates, Devises, Designs, Explains, Generates, Modifies, Organizes, Plans, Rearranges, Reconstructs, Relates, Reorganizes, Revises, Rewrites, Summarizes, Tells, Writes.

Examples (Learning Objectives) — The student will be able to; Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.

References

<https://educarepk.com/the-revised-blooms-taxonomy.html>

These notes from my advisor

Note:

- Don't choose all the objectives appear in Madarasti.com
- Don't use more than 3-4 objectives learning. (Most objective is repeated in Madarasti.com). Also, it is impossible to cover more than 4 objectives in one period.
- Don't select all the strategies.
- Choose 1-5. Only the one you use. This depends on the lesson. (Maybe one lesson only one strategy and other 3 strategies)
- Teaching Aids. (Choose only the relevant ones)

Done by Talal Alhazmi

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اجتهاد شخصي فان أصبت فمن الله وإن أخطأت فمن نفسي والشيطان