



MG1.1 U3

Preparation

What Will Be, Will Be

1st Grade Secondary

Grade 10

Talal Alhazmi
02 October 2022

MG1.1

UNIT 3

What Will Be, Will Be

Lesson 1: Listen & Discuss

Unit 3	Lesson 1
Warm up	<p>Ask students to look at the unit title and say what they think it means. This is a saying in English. Does the students' language have a similar expression?</p> <p>Ask students to think of an experience they had in which the expression <i>what will be, will be</i> applied. Discuss these experiences as a class.</p>
Vocabulary	(exploration) - appliances – glass – haircut – novel – prediction – robot – rocket – shipwreck – skyscraper – steel - submarine – vision – visionary – whale – dive – gas-powered – high-speed
critical thinking	<p>Applying:</p> <p>Answer Q1</p> <p>Understanding:</p> <ul style="list-style-type: none"> - answer Q2 - Activities A & B - Activity (pair work)
CLOSURE	Name three things you have learned today.
Enrichment	https://www.youtube.com/watch?v=yI4wLrA8WIE&t=37s

Lesson 3 Grammar

Unit 3	Lesson 3 Grammar
Warm up	<p>Write on the board</p> <p>I am going to travel to Makkah next week.</p> <p>I will travel to Makkah next week.</p> <p>Ask students the differences</p>
Vocabulary	<p>Grammar terms</p> <p>Future with <i>Will</i> or <i>Be Going To</i> - Future Progressive</p>
critical thinking	<p>Understanding:</p> <ul style="list-style-type: none"> - Students answer activity: A, B & C <p>Applying:</p> <ul style="list-style-type: none"> - Students diagram the grammar structures - Students give example of grammar structures
closure	Ask students for the clues they used to decide the answers.
enrichment	https://www.youtube.com/watch?v=ic_mVnHCY6M

Lesson 4 Language in context, Listening, Pronunciation, & About You

Unit 3	Lesson 4 Language in context
Warm up	<p>Write several personal resolutions on the board.</p> <p>For example: <i>I will eat healthier food. I will go to bed earlier. I will study more on the weekend.</i></p> <p>Ask: <i>How are these sentences the same?</i> Explain that!</p>
Vocabulary	Not Applicable
critical thinking	<p style="text-align: center;">4- Language in Context</p> <p>Understanding:</p> <ul style="list-style-type: none"> - SS answer Qs and compare <p style="text-align: center;">5- Listening</p> <p>Understanding:</p> <ul style="list-style-type: none"> - (Qs to activate prior knowledge to predict what they will hear) - Complete table Activity <p style="text-align: center;">6- Pronunciation</p> <p>Understanding</p> <ul style="list-style-type: none"> - answer QB <p style="text-align: center;">7- About You</p> <p>Understanding:</p> <ul style="list-style-type: none"> - Answer Qs
Closure	Name three things you have learned today.
Enrichment	<p>Language in context</p> <p>https://www.youtube.com/watch?v=Rv_ZjNrPTl4</p> <p>Listening</p> <p>https://www.youtube.com/watch?v=2v353887g-o</p> <p>Pronunciation</p> <p>https://www.youtube.com/watch?v=d35TOssEF1M&t=469s</p>

Lesson 8 Conversation

Unit 3	Lesson 8 conversation
Warm up	Have students cover the conversation and look at the photos. Ask: <i>What is the house like?</i>
Vocabulary	activate – monitor – optimize – Real Talk: Certainly - No kidding?
critical thinking	Understanding: <ul style="list-style-type: none">- Answer About the conversation activity- Your turn Activity
Closure	What have you learned today?
Enrichment	https://www.youtube.com/watch?v=n8UICyk94Wk

Lesson 9 Reading

Unit 3	Lesson 9 reading
Warm up	Ask students to look at the photos on pages 40 and 41 carefully, and describe them. Ask what details in the photos help them understand the title.
Vocabulary	Expressions: I'll (never) make it - to make it to the train station on time - to make it in a career - to make it to the game
critical thinking	Understanding: <ul style="list-style-type: none">- Answer before reading activity- Answer After reading activity Applying: <ul style="list-style-type: none">- Discussion Activity
closure	I explain how the lesson relates to students' life.
Enrichment	https://www.youtube.com/watch?v=DRFdcGF1JHg&t=856s

Lesson 10 Writing

Unit 3	Lesson 10 Writing
Warm up	Show some pictures of discovered tressures Direct students' attention to the picture and the title.
Vocabulary	character – shard – tentacle – attach -
critical thinking	Understanding: <ul style="list-style-type: none">- Activity A Applying: <ul style="list-style-type: none">- Complete activity B- Write a story
closure	I stress the key points in writing corner
Enrichment	https://www.youtube.com/watch?v=f1fdhR5Ye_Y

Lesson 11 Form, meaning and function

Unit 3	Lesson 11 Form, meaning and function
Warm up	I write on the board: I am writing now. I am living in Jeddah. Discuss the use of present progressive.
Vocabulary	Grammar terms: Present Simple - Present Progressive Tense - Tag Questions
critical thinking	Understanding: Students answer exercise A, B, C & D Applying: Students diagram the grammar structures for present simple & present progressive.
Closure	What have you learned in our lesson today?
Enrichment	https://www.youtube.com/watch?v=5ruu6PCrJHk&t=32s

Lesson 12 Project

Unit 3	Lesson 12 project
Warm up	I ask What do you think the life will be in 50 years?
Vocabulary	Not Applicable
critical thinking	create: students design posters
closure	I praise students for what they have accomplished during the unit 2
Enrichment	https://www.youtube.com/watch?v=Oz8KAdB1JU0&t=466s

Abbreviation

Ss = Students

Qs = Questions

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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