



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

Done by Talal Alhazmi

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لا تنسونا من دعواتكم

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