

Unit 3

What Will They Think of Next?

Listen and Discuss

- Write on the board the introductory questions on page 34:
 1. What things that we take for granted today did people not have 100 years ago?
 2. Name a discovery or development that you think people will have (or use) 100 years from now.
- Arrange students in small groups. Have them discuss the questions with their books closed. Assign one student in each group the role of reporter. a Call on the reporters to report back to the class about their group's discussion

التهيئة
Warm up

• circuits • condensed • determined • extensively • rank • span

المفردات
الجديدة

• knowledge • comprehension • application • analysis

مهارات
التفكير

- Have students work in pairs to write one prediction for each category.
- Have students go to the board and write their predictions in a list under each category.
- Read and discuss the predictions as a class. Do students agree on what the year 2100 will be like

اغلاق الدرس

<https://youtu.be/Pz0nNzRUXT0?si=U10fIMwM112j5G0K>

اثراء

Unit 3

What Will They Think of Next?

Grammar

- Read the explanation with the class.
- Draw a timeline on the board to illustrate the concept of the future perfect
- Plot the example sentences in the book on the timeline. Write on the board: By the time my children are grown, scientists will have found a solution to global warming. Ask: **Which event will happen first in this sentence?** (Scientists will find a solution to global warming.) Point to the first star on the timeline. Ask: **Which event will happen second in the future?** (My children will be grown.) Point to the second star on the timeline. Follow the same procedure with the second example sentence in the book: **The car company will have introduced their new models by November.**

التهيئة
Warm up

- Future Perfect
- Dependent Time Clauses
- Future Perfect Progressive
- was\were going to

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- synthesis

مهارات
التفكير

- Arrange students in pairs. Have partners work together to describe the pictures. One student describes the picture of today's family and the other describes the family of 2050. a Have students work individually to copy down the first sentence of the paragraph and then complete it with their own ideas. Give students a minimum number of sentences to write, such as five.
- Call on a few volunteers to read their paragraphs for the class.

اغلاق الدرس

<https://youtu.be/Uu-u3gBSHzA?si=8AgSYYQaq1WHp0pU>

<https://youtu.be/34RgPXmh-vc?si=deCX903Sw4XxS3WW>

اثرء

Unit 3

What Will They Think of Next?

Conversation & Listening

- Have students cover the conversation and focus their attention on the pictures. Ask: **What do you think the old lady is doing?** (She is reading a book.) **What device do you see?** (an electronic book reader or e-reader) Ask students:
Do any of you use an e-reader?
What do you like about it?
What don't you like about it?
How many books can it hold?

التهيئة
Warm up

●chain ●commonplace ●estimated ●lucrative ●rigorous ●orbit ●simulate

المفردات
الجديدة

●knowledge ●comprehension ●application ●analysis ●evaluation

مهارات
التفكير

- Have students work individually to match the words with their meanings.
- Assign page 245 for additional reading practice.

اغلاق الدرس

<https://study.com/learn/lesson/persuasion-methods-types.html>

اثرء

Unit 3

What Will They Think of Next?

Reading

- With students' books closed, ask: **What is space tourism?** (when ordinary people visit space for vacation) **Do you think space tourism will become common in your lifetime?** Elicit students' opinions.
 - Arrange students in pairs to discuss the Before Reading question: If you could go into space, would you? Why or why not? After a few minutes, elicit answers from a few pairs. a Ask students to open their books to pages **40** and **41**. Have them look at the title and pictures.
- Say: The title of this article is An Out-of-This-World Vacation. Ask: **What does out-of-this-world mean?**

التهيئة
Warm up

•vacation • space tourists • lucrative • target price • spin • simulate • solar panels • estimated

المفردات
الجديدة

•knowledge •comprehension •application • analysis •evaluation

مهارات
التفكير

- Arrange students in small groups to discuss the questions.
- To keep students on task, give them about five minutes to discuss each question.
- Assign the roles of leader, writer, and reporter. The leader makes sure that each student is contributing ideas. The writer takes notes on the group's ideas. (The writer should list the advantages and disadvantages that the group comes up with).
- When time is up, the reporter summarizes their group's discussion for the class. Encourage the rest of the class to respond to the reporters and ask questions about ideas they are interested in

اغلاق الدرس

<https://youtu.be/Jfc3GVnAUQ4>

اثرءاء

Unit 3

What Will They Think of Next?

Writing

- Direct students' attention to question 1.
- Have students brainstorm on good and bad changes. Elicit ideas in class.
- Call on students to report their answers for the class. Hold a class discussion about how cities, homes, manufacturing, vehicles, trade, buildings, protective measures against radiation will change and whether changes will be good or bad.
- Have students justify their answers.

التهيئة
Warm up

- creative
- objective
- infrastructure

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- evaluation

مهارات
التفكير

- Have students think about the content and plan their essays individually based on their charts.
- Have students draft their essays. Remind them to use the chart with their notes and mention that even though they researched the issues in groups, their essays should reflect their own opinions. Give them time to write their essays.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their essays. Call on volunteers to read their essays in class.

اغلاق الدرس

<https://youtu.be/GnzXc66n0T0?si=qQiGfgx0mLNFNvaQ>

اثرء

Unit 3

What Will They Think of Next?

Form , Meaning and Function

- Have different students read out the question and short answers.
- Write the exam ple questions on the board and point out the assimilation in the question (**D'they use the Internet?** **D'you?**). Emphasize the word stress in the short answer: **Yes, they DO.**
- Have students practice the assimilation and intonation patterns of the questions and answers in the examples.

التهيئة
Warm up

- Simple Present
- Information Questions
- Simple Past
- Planetary System

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- synthesis

مهارات
التفكير

- Put students into pairs and explain they are going to do a '**jigsaw reading.**'
- Explain that each student will read a different text but on the same topic. Students should ask and answer questions about each other's texts to find out as much information on the topic as possible.
- Encourage students to make notes on their partner's text. Students should then report to the class what they have found out

اغلاق الدرس

<https://youtu.be/jlZi5dwXbCY?si=181xYrQt7Gh1c2wH>

اثرء

Unit 3

What Will They Think of Next?

Project

- Direct students to the photos of Riyadh. Have the students compare the two photos. Explain that the black and white photo on the left shows buildings in an older part of town whereas the photo on the right is a view of Riyadh as we see it now.
- Have the students work in pairs to identify changes that have taken place in the city.
- Circulate and monitor to make sure all students are contributing. Help when required.
- Call on pairs to report their ideas and discuss the changes in class. Ask the students questions like these?

التهيئة
Warm up

- neighborhood
- constructions
- sidewalks
- sanitation system

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- evaluation

مهارات
التفكير

- Have students read directions 1 to 6 and tell them to use the chart and make notes. Set a time limit for groups to discuss and decide on speculations and predictions that they would like to focus on.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete their presentation in the next lesson.
- Call on each group to present their PowerPoint presentation.
- a Have students choose the presentations they like best to include in their class portfolio.

اغلاق الدرس

<https://youtu.be/73vfuHaTT3I?si=pRqhdsKcmwYzZVmg>

اثرء