

Mega Goal 2
Unit 1
Connected By
Technology
Preparation

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1-LISTEN & DISCUSS

WARM UP

With books closed, ask students: *How do you communicate with your friends when you're not in school?* Make some notes about their answers on the board.

VOCABULARY

hike, loner, depend, obsessed, down to earth, laid back, spontaneous, straightforward, (be) plugged in, crack people up, lighten up,

proverbs:

Better late than never., Honesty is the best policy., Laughter is the best medicine., Nothing ventured, nothing gained., Silence is golden., The apple doesn't fall far from the tree.

CRITICAL THINKING

Remembering:

- Before reading question

Understanding:

- Activities Quick Check A & B

Applying

- Activity (pair work)

Creating:

- Ss use the context to create meaning for unknown words.

CLOSURE

Name three things you have learned today.

ENRICHMENT

<https://wordwall.net/resource/33864849>

<https://wordwall.net/resource/33867268>

<https://wordwall.net/resource/34139968>

3- GRAMMAR

WARM UP

Focus students' attention on the chart and give them a few minutes to read the explanations and examples. Remind students of some of the basic features of the use of auxiliary verbs.

VOCABULARY

Grammar Terms: Auxiliary Verbs,

CRITICAL THINKING

Understanding:

- Students answer activity: A, B, C & D

Applying:

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

CLOSURE

What have you learned today?

ENRICHMENT

<https://wordwall.net/resource/27024029>

<https://wordwall.net/resource/5112229>

<https://youtu.be/A2ncygNMaFo>

https://quizizz.com/admin/quiz/5f5f6160c06d34001e975bbb?source=quiz_share

4- CONVERSATION

WARM UP

- With books closed, ask students what they know about texting. For example, ask: Is texting a common means of communication? How do people text in your language? Do you use abbreviations?
- Tell students they are going to listen to a conversation between a grandmother and granddaughter about texting.

VOCABULARY

acronym,

Real Talk: get it, got the hang of it, hang out, Hold on., How on earth?

Expression: Can you explain it?, Does that make sense?, How do you . . .?, I get it., What does that mean?

CRITICAL THINKING

Understanding:

- (About the conversation Activity)

Applying:

- (Your Turn Activity)

Creating:

- Ss use the context to create meaning for unknown words.

CLOSURE

What have you learned today?

ENRICHMENT

<https://wordwall.net/resource/5060879>

<https://wordwall.net/resource/33865241>

5- LISTENING

WARM UP

Focus students' attention on the photo. Tell students that the father and son are talking about using the cell phone. Ask: What do you think the father is saying?
What do you think his son is saying?

VOCABULARY

Vocabulary Building:

asthma, extraordinary, paramedics, unique, cyber, networking, posted, virtual

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?

ENRICHMENT

<https://wordwall.net/resource/5063578>

<https://wordwall.net/resource/33865402>

8- READING

WARM UP

If possible, tell students about a time when the Internet has helped you find an old friend or meet a new one. Then, with books closed, ask students the Before Reading question: Has the Internet ever helped you meet or reconnect with a friend? Elicit answers from several students. Encourage others to ask questions.

VOCABULARY

disbelief, double, wonder, feature, inseparable,
Revise vocabulary building

CRITICAL THINKING

Understanding:

- Answer Before Reading activity
- Ss Use pictures and titles to predict
- Answer After reading activity

Creating:

Ss use the context to create meaning for unknown words.

CLOSURE

I show how the lesson relates to students' real word needs.

What have you learned today?

ENRICHMENT

<https://wordwall.net/play/4459/543/363>

<https://wordwall.net/play/4459/880/593>

https://quizizz.com/admin/quiz/5f615c27afe8af001ddb49e2?source=quiz_share

9- SPEAKING

WARM UP

Brainstorm a few ideas about the advantages and disadvantages of the Internet. Draw a chart on the board like the one in the book and make notes in the appropriate sections.

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 to the photos and elicit what they see. Ask them to compare the two photos and discuss differences and similarities. Write face-to-face learning and online learning on the board. Have students brainstorm ideas about each mode of learning. Call on individual students to report their answers.

VOCABULARY

inhibition, mobility, perform, determining

CRITICAL THINKING

Understanding:

- Answer A activity: Qs.
- Answer B activity: complete the graphic organizer

Applying:

- Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why

CLOSURE

I review the key points of discussing the similarities or differences between two different situations, opinions or ideas.

ENRICHMENT

11- FORM, MEANING & FUNCTION

WARM UP

- Choose volunteers to read aloud the sentences in the first part of the presentation and elicit the function. Ask: What is being compared in each sentence?
- Point out the three ways we form the comparative. Ask: Why do we add -er to fast but add more (or less) before popular and expensive?
- Elicit that we add -er to most one-syllable adjectives when we make them comparative, and use more and less with most three-syllable adjectives.
- Ask: What word do we often use with comparative adjectives? (than)

VOCABULARY

Grammar Terms:

The comparative, the superlative, past participles as adjectives

CRITICAL THINKING

Understanding:

- Students answer exercise A, B, C & D

Applying:

- Students diagram the grammar structures for comparative and superlative.

CLOSURE

What have you learned in our lesson today? (Stress the key points)

ENRICHMENT

<https://wordwall.net/resource/34100935>

<https://wordwall.net/resource/34096696>

<https://wordwall.net/resource/34101087>

<https://wordwall.net/resource/14323615>

<https://wordwall.net/play/1427/624/413>

12- PROJECT

WARM UP

Direct students to the photos at the top of the page and ask them to discuss what they see in pairs. Call on volunteers to report their ideas for the class.

VOCABULARY

contribute,

CRITICAL THINKING

Understanding:

- Complete table

Creating:

- Prepare and design presentation

CLOSURE

What have you learned today?

Stress the key points of PowerPoint and poster presentation skills on page 370.

ENRICHMENT

13- SELF-REFLECTION

WARM UP

Divide students into groups and have them brainstorm the unit title Connected by Technology in relation to learning, life and work. Tell them not to open their books. Remind them that this is not a test and they should not feel that they have to remember everything. Write some questions on the board to help them.

VOCABULARY

Not applicable

CRITICAL THINKING

Remembering:

- Complete table

CLOSURE

Appreciate what students do in unit 1.

Complete the self-reflection

ENRICHMENT

Done by Talal Alhazmi

19/08/2023

Term 1

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My Telegram Channel

<https://t.me/TalalWorld>



لا تنسونا من دعواتكم

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