

Date	/ /
Period	
Class	

Sec.3

Mr.

Mhmoud

Unit 3
The future of books
Lesson 1 Listening

SB P. 11

WB P. 9

Performance indicators:

Listening for gist and for detail

Resources:

- The white and the black board, student book and workbook.

Strategies

Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work

Feedback:

Time (.....) Minutes

Telling students to stand up and read out the email.

Warm-up:

Time (.....) Minutes

Asking the students to think about how they feel about the possibility of everything becoming electronic or digital.

Presentation:

Time (.....) Minutes

Vocabulary:

available - button - compare - enthusiastic - gadget - paperback - reduce - replace

Structures:

Do you think publishers will ever replace traditional books completely?

Practice: S. B. EX.

Time (.....) Minutes

1: Discuss these questions in pairs, giving a reason for your answers.

2: Check the meanings of these words in your dictionary.

3: Listen to two boys talking about different ways of reading and answer these questions.

A traditional books, eBooks

b They want to watch a programme about the future books.

4: Listen again and answer these questions.

5: Discuss these questions in pairs.

6: FOCUS ON COMPUTING TERMS

a I means that you get information from the internet.

2 means you send something onto the internet.

B 1 means you buy them on the internet.

2 means you cannot buy them because the computer is not connected to the internet.

Consolidation: W. B. EX.

Time (.....) Minutes

1: Match to make phrases.

b4 c5 dl e6 f7 g3

2: Complete these sentences with words from Exercise 1.

b enthusiastic c download d button e available f eBook reader

3: Use your dictionary to complete these sentences with the correct form of the word in brackets.

b enthusiasm c availability d unavailable e replacement f reduction g comparable

Home assignment:

- Write a paragraph of about ONE HUNDRED AND TWENTY (120) words on ONE (1) of the following: 1 - the importance of trees 2 -Reading.

Comments of supervision

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Unit 3	
The future of books	
Lesson 2	Language Focus

SB P. 12

WB P. 10

Performance indicators:

- Using Future forms and tenses.

Resources:

- The white and the black board, student book and workbook.

Strategies

Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work

Feedback:

Time (.....) Minutes

- I ask the students about the paragraphs of about 1 - the importance of trees 2 -Reading

Warm-up:

Time (.....) Minutes

- I tell the students to read through the sentences.

Presentation:

Structures: Future forms and tenses

- We use the **future simple** (*will* + infinitive) to make predictions (with no evidence), for future facts and for offers and quick decisions: *I think it **will be** hot today.*
- We use the **future continuous** (*will / may* + *be* + *-ing*) to talk about actions that will be in progress at a time in the future. Use *may* if you are not certain: *I can't visit you because I **will / may be doing** my homework this evening.*
- We use the **future perfect** (*will have* + past participle) to predict something that will be finished by a particular time in the future: *By the end of next year, the government **will have built** a new school in the village.*
- We use *going to* + infinitive for plans and decisions we have already made: *I **am going to eat** the meal that I have just cooked.*
- We also use *going to* + infinitive to make predictions with present reality or evidence: *The other team's players are very big. It's **going to be** a difficult match.*
- We use the **present continuous** for arrangements: *The basketball team **are playing** two games next week.*
- We use the **present simple** for events on a timetable: *The train **leaves** at six o'clock tomorrow.*

Practice: S. B. EX.

Time (.....) Minutes

1: Underline the future forms and tenses in these sentences from the listening text.

2: Discuss this question in pairs.

1 The first sentence is talking about something happening now. The second sentence is talking about a future arrangement.

2 The first sentence is definite: it is a time on a timetable or schedule. The second is a prediction. It is uncertain.

3 The first sentence is planned: the person has probably already bought or ordered the fish. The second is something the person has just thought of.

3: Choose the correct future forms. a 2 'm flying 3 leaves 4 Are you doing B 1 are taking me 2 I'm going to apply 3 I'll probably work c I is walking 2 will be walking 3 will have walked

4: FOCUS ON GRAMMAR

Consolidation: W. B. EX.

Time (.....) Minutes

1: Match to make sentences. a 6 b I c 2 d 5 e 3 f 4 g 8 h 7

2: Complete these sentences with the correct future form of the verb in brackets.

b are having c finishes d is going to be e will close f will have grown

3: Complete the questions about the future with your own ideas.

4: Now answer the questions in Exercise 3.

Home assignment: Ss are asked to answer WB. EX. 3 at home.

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Unit 3
The future of books
Lesson 3 Reading

SB P. 13

WB P. _

Performance indicators:

- Reading to check predictions and for specific information.

Resources

- The white and the black board, student book and workbook.

Strategies

Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work

Feedback:

Time (.....) Minutes

- Checking the homework; asking a few students to read their questions and answers to the class.

Warm-up:

Time (.....) Minutes

Writing the words from the box on the board. Saying them aloud and getting the students to repeat them.

Presentation:

Vocabulary:

Time (.....) Minutes

bleach (v) – encyclopedia - mixture - press (v) - remove - roller - soak (v) - trade (v)

Structures:

- At first, paper was very expensive because people made it from cotton, but later it was **made from** wood and so it became much cheaper.

Practice: S. B. EX.

Time (.....) Minutes

1: Check the meanings of these words in your dictionary.

2: Discuss these questions in pairs.

3: Read the article and check your answers to Exercise 2.

A The Chinese · b We make them from recycled paper.-

4: Complete these sentences with information from the article.

5: Discuss these questions in pairs. a You can read books online.

Consolidation:

Time (.....) Minutes

bleach (v) to make something white or lighter in colour by using chemicals or sunlight

encyclopedia a book that contains facts about many subjects

mixture something that is made by mixing two or more different substances together

press (v) to push something firmly and steadily

remove to take something away

roller a cylinder-shaped piece of wood, metal, etc. that can be rolled over and over

soak. (v) to cover something with liquid for a period of time

trade (v) to buy or sell large quantities of goods, especially between one country and another

Home assignment:

Ss are asked to answer SB. EX. 5 at home.

Translate into English:

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Unit 3
The future of books
Lesson 4 Critical thinking

SB P. 14

WB P. 11

Performance indicators:

- *Understanding the importance of new developments in publishing.*

Resources:

- *The white and the black board, student book and workbook,*

Strategies

Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work

Feedback:

Time (.....) Minutes

- *Discussing the students' answers to SB. EX. 5 L3*

Warm-up:

Time (.....) Minutes

- I ask the SS what they can remember about the article the History of Paper.

Presentation:

Time (.....) Minutes

Vocabulary:

Earthquake - lawyer - interested in – disabled - cultures

Structures:

- *We usually use **make** to talk about producing, creating or building something new*

- *We usually use **do** to talk about work, a task or activities*

Practice: S. B. EX.

Time (.....) Minutes

1: Answer the following questions. b They first made it two thousand years ago. c You can read encyclopedias and other books. d Suggested: They probably travelled by horse or by boat e Suggested: Paper needs to be white or lightly coloured, so you can see what is written on it. f Suggested: Probably less because fewer trees will be- planted if paper is not needed. Perhaps there will be more, though, if forests are left untouched and fewer trees are needed for paper.

2: Read this quotation from the article and answer the questions. b Suggested: newspapers, magazines, glass bottles, some plastics

3: Discuss these questions in pairs.

a at home: in newspapers, magazines, books, stationery (writing paper, cards), paper for writing on at school: schoolbooks exercise books, test papers, Posters, maps everyday things: bags, posters, adverts, wrapping for goods, food, etc., restaurant menus

b Books are used in schools to give people access to education. Stories and poems in books also give us

4: FOCUS ON WORDS WITH MORE THAN ONE MEANING.

B book c leaves d book e leaves f type

Consolidation: W. B. EX.

Time (.....) Minutes

1: Match these words with their meanings.

b 1 c 7 d 2 e 3 f 6 g 5 h 4

2: Choose the correct word. b soak c mixture d bleach e trade

3: Use your dictionary to answer these questions. b press c trader d roll e bleached f removal

Home assignment:

Lesson 5, Exercise 4 requires some research which students have to do at home.

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Unit 3
The future of books
Lesson 5 Communication

SB P. 15

WB P. 12

Performance indicators:

- Questioning sources of information.
- Writing an email about the future of newspapers.

Resources:

- The white and the black board, student book and workbook.

Strategies

Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work

Feedback:

_____ Time (.....) Minutes
- Reminding students of the homework (Lesson 5, Exercise 4.)

Warm-up:

_____ Time (.....) Minutes
- I put the students into pairs and give them time to discuss the questions.

Presentation:

Vocabulary: _____ Time (.....) Minutes

Proof – newspaper – website – internet – enthusiastic – platform –

Structures: *Expressing The Future*

- ☒ *By the end of next year, the government will have built a new school in this village.*
- ☒ *There are dark clouds in the sky; I think it is going to rain.*

Practice: S. B. EX.

_____ Time (.....) Minutes

1: Discuss these questions in pairs. TAPESCRIPT

- Leila Fawzia, did you know that they have found crocodiles living in the Nile in Cairo?
 Fawzia Really? Can you prove that, Leila?
 Leila Yes, I read it online
 Fawzia What's the source of information for that?
 Leila It's on this website. Look.
 Fawzia I don't believe that. What proof do they have that this is true?
 Leila I'm not sure. It doesn't say who wrote the article or where they found the crocodiles.
 Fawzia Is the same news on any websites that you know and trust?
 Leila Wait, I'll check ... no, I can't find it on any other news websites.
 Fawzia Then it can't be true. I think that's a lie.
 Leila Why do they put news that is not true on the internet?
 Fawzia They want people to read their website. It's not real news, it is fake. Always check any stories on websites that you can trust

.2: Listen to this conversation and answer the questions. b She does not believe it

3: Listen again and circle the expressions that you hear to question sources of information.

b source of information c don't d true e can't f a lie g It's not/ it is

4: Work in pairs.

5: Work in groups of four.

6: Research the following about the news.

Consolidation: W. B. EX.

_____ Time (.....) Minutes

1: Finish the following dialogue.

b Can you find any proof? c I don't believe that./I think that's a lie.

2: Plan an email to a newspaper expressing your opinions about the future of newspapers.

3: Write your email in 125–150 words.

Home assignment:

- Ss are asked to answer WB. EX 3 at home.

Comments of supervision

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