

Date	/ /
Period	
Class	

Sec.3

Mr.

Mhmoud

Unit 9
SCIENCE AND SCIENTISTS
Lesson 1 Listening

SB P. 51

WB P. 49

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

I write the list of words below on the board and ask if the students can see any connection between the words (they are all different types of scientists):

archaeologist biologist, chemist, geographer, geologist, oceanographer, physicist, zoologist.

Presentation:

Time (.....) Minutes

Vocabulary:

science - scientific - achieve - signal - Mast - cancer - cure - cause - install - research - Link - gradually - results - specialise - damage - research - cells - illness - equipment - Inaccurate

Structures:

see / hear / listen to / watch / notice

We can have our friends cooperate with us

▶▶The teacher had us do some extra work today = He persuaded us to do extra work They had ten students move into a house with a mobile phone mast in the garden.

▶▶Mother had Shaimaa tidy / to tidy her room before she went out

Practice: S. B. EX.

Time (.....) Minutes

- 1 Discuss these questions in pairs.
- 2 Check the meanings of these words in your dictionary.
- 3 Listen to a talk about signals for mobile phones. How big are the dangers from mobile phones and phone masts?
- 4 Listen again and complete these sentences with information from the listening text.
- 5 Discuss these questions in pairs.

Consolidation: W. B. EX.

Time (.....) Minutes

- 1 Change or add a word or phrase to correct the mistakes in these definitions. (One is correct.)
b makes c a disease d equipment e correct f radio waves g waves
- 2 Complete these sentences with words from Exercise 1. b link c signal d illness e cancer f mast g install
- 3 Use your dictionary to complete these sentences with the correct form of the word in brackets. b ill c signalling d link e installation
- 4 Answer the questions using one of these words. b stick c tower d pole

Home assignment:

I ask Ss to write a small paragraph about

Comments of supervision

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Unit 9	
SCIENCE AND SCIENTISTS	
Lesson 2	Language Focus

SB P. 52

WB P. 50

Performance indicators:

- Using causative: *have and get*

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

- Asking the students to give their ideas about the benefits of technology and how it has changed our way of living. They can also make predictions about the future.

Presentation:

Structures:

theory- theoretically- regret- invisible - visible - tidy - discoveries- limbs - inject- dry - put into – complex- weigh - physicist - rain water- regularly- remove- gain weight- limit- intolerant

▶ **I can get my father to give me more pocket money**

▶ **Please get Yasser to help you. = Please persuade Yasser to help you**

Parents should get their children to limit the amount of time they spend using mobiles.

They should also get them to turn off their mobile phones when they go to sleep.

Practice: S. B. EX.

Time (.....) Minutes

1 Underline the examples of *have* and *get* and the verbs that follow them in these sentences from the listening text.

2 What is the difference between these pairs of sentences? Discuss in pairs.

3 Choose the correct words to complete these sentences.

4 Rewrite these sentences using the causative form.

5 Find and correct the mistakes in the following sentences.

Consolidation: W. B. EX.

Time (.....) Minutes

1 Find and correct the mistakes in these sentences. (One sentence is correct).

2 Complete the sentences with the correct form of these verbs. b to tidy c do d to install e to buy

3 Rewrite these sentences using the causative form. b Abdullah had/got his house painted last week.

c My parents have/get the garden watered at the weekend. d Tarek has/gets his photos printed after he takes them. e When my cousins were in England, my uncle had/got some money sent to them.

4 Which of the following do you do yourself? Which do you have done for you? Write sentences.

Home assignment: Ss are asked to answer WB. EX. 4 at home. I ask Ss to write a small paragraph about

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Unit 9
SCIENCE AND SCIENTISTS
Lesson 3 Reading

SB P. 53

Performance indicators:

- *Reading for gist and for specific information and to guess the meaning of unknown words*

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

Asking the students to give their ideas about the benefits of technology and how it has changed our way of living. They can also make predictions about the future.

Presentation:

Vocabulary:

Time (.....) Minutes

equipment – space station – main – control system – training – serious – spacecraft – hole - liquid

Structures:

I saw him playing football. = I saw part of the game.

I saw him play football. = I saw the whole game.

▶▶ *I don't cut my hair. I have my hair cut.*

▶▶ *Dina has the flat cleaned every week*

▶▶ *Do you usually get your room cleaned? No, I clean it myself.*

▶▶ *Before the meeting, the manager always gets the reports typed*

▶▶ *I didn't have my car washed yesterday .*

▶▶ *We can't go into the living room because we are having it decorated*

Practice: S. B. EX.

Time (.....) Minutes

1 Check the meanings of these words in your dictionary.

gain (v) increase in something

invisible impossible to see

process (n) a series of events or changes that happen naturally

remove (v) to take something away

release (v) let go; stop holding something

2 Look at the picture and title. What do you think the article is about?

3 Read the article, check your ideas and answer these questions. b energy from the sun

c Because they produce everything that they need.

4 Read the article again and choose the correct answers.

5 Plants can produce their own food and oxygen. What else can benefit from this fact? People, animals and insects eat the plants and get their energy, and breathe the oxygen that the plants produce.

Home assignment:

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

I ask Ss to write a small paragraph about

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Unit 9
SCIENCE AND SCIENTISTS
Lesson 4 Critical thinking

SB P. 54

WB P. 51

Performance indicators:

- *Appreciating the importance of science*

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

Asking the students to give their ideas about the benefits of technology and how it has changed our way of living. They can also make predictions about the future.

Presentation:

Time (.....) Minutes

Vocabulary:

infectious diseases - environmental awareness - technological progress - growing opposition - crucial factor - in theory Cancerous tumour - raise awareness about - intensive care - periodic check - scientific breakthrough - negligible amount of - Diabetic coma

Structures:

After doing his homework, he slept.

After dinner, he went out.

Practice: S. B. EX.

Time (.....) Minutes

1 Answer the following questions about the article on page 53.

2 Read this quotation from the article and discuss the questions.

3 Discuss these questions in pairs.

a Students may mention such discoveries as Einstein's Theory of General Relativity □ continental drift and plate tectonics □ global warming □ □NA □ penicillin and antibiotics □ the HI □ virus □ neutrons or the internet.
b Students may mention such discoveries as a cure for HI □-AI □S, AI □heimer's disease, cancer and other terminal diseases □ life on other planets □ alternative renewable sources of energy. c Students may mention such problems as global warming, water shortages and producing enough food for all the world's population.

4: FOCUS ON the prefixes *in-*, *im-* and *un-*

b uninjured c informal d inaccurate e unintelligent f impolite g impatient

Consolidation: W. B. EX. Time (.....) Minutes

1 Match these words with their opposites. 1 c 2 a 3 d 4 e 5 b

2 Complete the sentences with the correct word. b invisible c gain d release e process

3 Use your dictionary to answer these questions. b processed c invisibility d release e removal

4 Use your dictionary to complete these sentences with the correct prefix, *in-*, *im-* or *un-*.

b uninjured c inaccurate d impolite e impatient f intolerant g unintelligent

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Unit 9
SCIENCE AND SCIENTISTS
Lesson 5 Communication

SB P. 55

WB P. 52

Performance indicators:

- *Asking for and giving facts*
- *Writing An essay expressing opinions.*

Resources:

- *Writing an essay about a scientist*

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

Asking the students to give their ideas about the benefits of technology and how it has changed our way of living. They can also make predictions about the future.

Presentation:

Vocabulary: Time (.....) Minutes

research the causes of - find a cure for - keep up with - result in - an explanation for - compare results with - Change.from...into - ...invisible to result from - be careful about - specialize in - be released into the air - be passed down through - do damage - make their own food

Structures:

- ▶▶ *After I had had my hair cut , I had a shower.*
- ▶▶ *While I was getting my mobile fixed , I drank some coffee .*

Practice: S. B. EX.

_____ Time (.....) Minutes

- 1 Work in pairs.
- 2 Listen and circle the expressions that you hear to ask for facts.
- 3 Listen again and put these phrases in the order that you hear them. Which two phrases show uncertainty?
- 4 Listen again and answer the questions.
- 5 Work in pairs. Have conversations using expressions from Focus on functions.
- 6 Research important scientists

Consolidation: W. B. EX.

_____ Time (.....) Minutes

- 1 Complete the conversation with the correct expression to ask for or give facts.
b well-known c possible d tell e confident f sure g know h certain
- 2 Answer these questions about the scientists you researched in the Student's Book, using some of the expressions that give facts.
- 3 Write an essay about one of the scientists.

Home assignment:

Choose the correct answer:

- 1- She spent a considerable (mount – count – discount – amount) of money on clothes.
- 2- I have been working all day , but I feel as if I (chained - achieved – charged – doing) nothing.
- 3- (Diabetic – Parasitic – Aquatic - Gigantic) patients sometimes go into a coma.

Comments of supervision

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