TALAL ALHAZMI

1ST GRADE SECONDARY  GRADE 10

Mg1.1 Unit 2 Preparation

MG1.1

UNIT 2

CAREERS

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| Unit 2 | Lesson 1 |
| Warm up | Mention a few unusual jobs; for example, a ***hospital clown***. Ask students about interesting and unusual jobs they know. Write them on the board. Then ask what the  person in each job does and write it on the board. For example: ***A hospital clown visits sick children in the hospital and makes them laugh.***  Ask students which of the jobs on the board they would want to have, and why.  Choose a job on the board. Ask students what skills are needed for that job, and what type of person would be suitable for it. List their ideas on the board.  Ask students to consider what they are good at and what skills they have that might help them get an interesting job. Give an example: ***My friend loves to cook. He’s also***  ***a great photographer. He’s a food photographer for cookbooks.*** Call on several students to share their ideas. |
| Vocabulary | Nouns:  animation – animator - computer generated imagery (CGI) – flavor – microscope –  qualification – sculptor – sculpture – showroom – staff - test tube – trend  Nouns—Personal qualities related to jobs:  adaptability - analytical skills – flexibility – honesty – initiative – integrity – motivation - teamwork skills - work ethic  Verbs:  design - end up – expand – experiment - visualize |
| critical thinking | Analysis:  What are the features of good job?  Compare and contrast in Outline/diagram/ each job mentioned in the text?  Evaluation:  What do you think about Food Scientist’s job? |
| CLOSURE | Name three things you have learned today. |
| Enrichment | <https://www.youtube.com/watch?v=kX6jbxW42iA> |

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| Unit 2 | Lesson 3 Grammar |
| Warm up | Point out that the form for the present perfect  progressive is *have/has* + *been* + verb + *-ing*. |
| Vocabulary | Grammar terms  present perfect simple – present perfect progressive  Expressions:  good at - interested in |
| critical thinking | Apply: students write sentences using grammar structures of the lesson |
| closure | Ask students for the clues they  used to decide the answers. |
| enrichment | <https://www.youtube.com/watch?v=rzo6h2LHiOY> |

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| Unit 2 | Lesson 4 Language in context |
| Warm up | Direct students’ attention to the chart. Ask for an  example for each personality characteristic. For  example, ask: ***Who do you know that’s efficient? Why***  ***do you think so?*** Encourage students to use gerund  phrases. For example: ***An efficient person***  ***is good at using her time well.***  a Go over the job profile for the TV |
| Vocabulary | **Personality Characteristics**  creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable |
| critical thinking | apply  What is the personality characteristics of your future job? |
| Closure | Name three things you have learned today. |
| Enrichment | <https://www.youtube.com/watch?v=hqFqjtmTUXs>  <https://www.youtube.com/watch?v=-si3Awmf1z4> |

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| Unit 2 | Lesson 8 conversation |
| Warm up | Have students cover the conversation and look at the  two photos at page 25.  Ask: **What is each person’s job? Do you**  **think they like their jobs?** |
| Vocabulary | day after day, day in and day out - bored to death  talk someone out of it - luckily |
| critical thinking | Apply: role-play |
| Closure | Why do we study conversation lesson?  What have you learned today? |
| Enrichment | <https://www.youtube.com/watch?v=xVzr-gZmLSY> |

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| Unit 2 | Lesson 9 reading |
| Warm up | I ask students, What should they do before reading any text? ( look at the pictures - read the title and subtitles – format and design of a  reading – how the reading is arranged) |
| Vocabulary | JobPool – **Media Intern -** Archaeological interns – **Environmental Engineering -** Resume – *cover letter*,  hot - **fast-paced – host - outgoing - firsthand - dig - ruins - painstaking** -**civil engineer -**  **blueprints** - **cope with - accommodations** |
| critical thinking | inference – What is the writer message to you?  Analysis: What qualifications …………………? |
| closure | I show how the lesson relates to students’ real word needs. |
| Enrichment | <https://www.youtube.com/watch?v=1Z9opTB7lLM> |

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| Unit 2 | Lesson 10 Writing |
| Warm up | I Direct students’ attention to the picture on page 28. I give them a few minutes to discuss what they see.  I Give students some questions to help them. For example: **Who do you think the people are? What are they doing in the picture?**  **Where do you think they are? Why? What do you think has happened? What do you think is going to happen? What**  **qualities and qualifications do you think a person needs for this kind of job?** |
| Vocabulary |  |
| critical thinking | Evaluation: is Saud’s resume great? Why or why not?  Create: Write your resume. |
| closure | I review the key points of writing resume |
| Enrichment | <https://www.youtube.com/watch?v=MrWi0nULyF0> |

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| Unit 2 | Lesson 11 Form, meaning and function |
| Warm up | I ask: What do you do every Friday?  I write the sentence on the board  I ask What is the structure of simple present tense?  I ask when the simple present tense is used. |
| Vocabulary | Grammar terms:  simple present tense – past progressive – relative pronouns |
| critical thinking | Apply:  students write sentences using grammar structures of the lesson. |
| Closure | What have you learned in our lesson today? |
| Enrichment | <https://www.youtube.com/watch?v=m-Wgaki_Zs4&t=276s> |

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| Unit 2 | Lesson 12 project |
| Warm up | I ask  What is your dream job? I write them on the board. |
| Vocabulary | not applicable |
| critical thinking | create:  students design his resume |
| closure | I praise students for what they have accomplished during the unit 2 |
| Enrichment | <https://www.youtube.com/watch?v=ZLXC6QGo8bI> |