

MG1.1 UNIT 2 PREPARATION

TALAL ALHAZMI

1ST GRADE SECONDARY GRADE 10

MG1.1

UNIT 2

CAREERS

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

Unit 2	Lesson 3 Grammar
Warm up	Point out that the form for the present perfect progressive is <i>have/has + been + verb + -ing</i> .
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

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: <i>Who do you know that's efficient? Why do you think so?</i> Encourage students to use gerund phrases. For example: <i>An efficient person is good at using her time well.</i> a Go over the job profile for the TV
Vocabulary	Personality Characteristics creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable
critical thinking	apply What are the personality characteristics of your future job?
Closure	Name three things you have learned today.
Enrichment	https://www.youtube.com/watch?v=hqFqitmTUXs https://www.youtube.com/watch?v=-si3Awmflz4

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

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 – <i>cover letter</i> , 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=1Z9opTB7ILM

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

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

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