

MGI.I 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></p> <p>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.</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>Remembering:</p> <ul style="list-style-type: none"> - Before reading question <p>Understanding:</p> <ul style="list-style-type: none"> - Activities Quick Check A & B <p>Applying</p> <ul style="list-style-type: none"> - Activity (pair work) <p>Creating:</p> <ul style="list-style-type: none"> - Ss use the context to create meaning for unknown words.
CLOSURE	Name three things you have learned today.
Enrichment	

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> . Have volunteers read aloud the examples in the chart. Ask students to identify the phrase in each statement that tells them how long the action has been happening. (for two hours; since he was ten) Point out that <i>for</i> is followed by a length of time. <i>Since</i> is followed by a specific time or date.
Vocabulary	Grammar terms present perfect simple – present perfect progressive Expressions: good at - interested in
critical thinking	Understanding: - Students answer activity: A, B, C, D, E & F Applying: - Students give examples of grammar structures - Students diagram the grammar structures
closure	Ask students for the clues they used to decide the answers. Name three things you have learned today.
enrichment	

Unit 2	Lesson 4 Language in context, 5 Listening 7- Pronunciation & 8 About You
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>
Vocabulary	Personality Characteristics creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable
critical thinking	Remembering: Prepare a job profile Understanding - understand new terms - Answer listening activity - Answer Pronunciation activity - Answer Vocabulary Building Applying: Answer About You Activity

Closure	Name three things you have learned today.
Enrichment	

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	Understanding: <ul style="list-style-type: none"> - (About the conversation Activity) Applying: <ul style="list-style-type: none"> - (Your Turn Activity)
Closure	What have you learned today?
Enrichment	

Unit 2	Lesson 9 reading
Warm up	<p>-Tell students that studying the format and design of a reading will usually give them some insight into the topic. Explain that it's always a good idea to read the title and try to predict what the reading is going to be about. Subtitles, such as those under OPENINGS, also provide information about the content.</p> <p>- Have students read the title and subtitles. Then ask them to look at the format and say how the reading is arranged. Ask students to say what they think they will learn from the reading based on all these elements.</p>
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	Understanding: <ul style="list-style-type: none"> - Answer Before Reading activity - Answer After reading activity Creating: <p>Ss use the context to create meaning for unknown words.</p>

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

Unit 2	Lesson 10 Writing
Warm up	Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. 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	Not applicable
critical thinking	Understanding: <ul style="list-style-type: none"> - Answer A activity: Qs. - Answer B activity: complete the graphic organizer Applying: <ul style="list-style-type: none"> - Write a cover letter applying for the position.
closure	I review the key points of writing resume
Enrichment	

Unit 2	Lesson 11 Form, meaning and function
Warm up	Present to the class when the simple present tense is used. <ul style="list-style-type: none"> - Have volunteers read the examples. - Write the following sentences on the board and underline the simple present tense. Call on students to complete the sentences with true information. <i>On Mondays, our class has ...</i> <i>Once a week, my family goes...</i> <i>An important event in our town is...</i>
Vocabulary	Grammar terms: simple present tense – past progressive – relative pronouns
critical thinking	Understanding: <ul style="list-style-type: none"> - Students answer exercise A, B & C Applying: <ul style="list-style-type: none"> - Students diagram the grammar structures
Closure	What have you learned in our lesson today?

Enrichment

Unit 2	Lesson 12 project
Warm up	Have each student make a short list of jobs that they are interested in and the reasons for their choice. Ask them to compare their lists in groups.
Vocabulary	not applicable
critical thinking	Understanding: <ul style="list-style-type: none">- Complete table Creating: <ul style="list-style-type: none">- write a résumé using Carl's résumé as a model.
closure	I praise students for what they have accomplished during the unit 2
Enrichment	

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لا تنسونا من دعواتكم
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