

## Unit 3

### Listen and Discuss - Pair Work

#### التهيئة

Ask: What do I do? Elicit: You're a teacher. Say: Right. I'm a teacher. I teach English. Ask: What do you think I like about my job? What do you think I don't like? Elicit several answers for each question. Ask a student: What do you do? After the student replies, write on the board: I'm a student. I study \_\_\_\_\_. Ask students for different ways to complete the sentence and write their ideas on the board. For example: I study English at high school. Go around the room calling on students to ask their classmates: What do you do? Help students with the vocabulary they need to answer the question.

#### مفردات الدرس

job occupation salesperson sales representative travel agent nurse call center representative graphic designer engineer

#### مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

#### إغلاق الدرس

Play the audio of the example conversation. Students listen and repeat. Have students practice the conversation in pairs, taking turns asking and answering about the jobs. As a follow-up, have students ask and answer in a chain. One student starts by asking the question to another student of his or her choice. That student answers and asks another student. The activity is over when all students have asked and answered.

## Unit 3

### Grammar

#### التهيئة

Ask: What do I do? Elicit: You're a teacher. Say: Right. I'm a teacher. I teach English. Ask: What do you think I like about my job? What do you think I don't like? Elicit several answers for each question. Ask a student: What do you do? After the student replies, write on the board: I'm a student. I study \_\_\_\_\_. Ask students for different ways to complete the sentence and write their ideas on the board. For example: I study English at high school. Go around the room calling on students to ask their classmates: What do you do? Help students with the vocabulary they need to answer the question.

#### مفردات الدرس

Simple Present Tense   Wh- Questions in the Simple Present   Verb Want + Infinitive

#### مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

#### إغلاق الدرس

Have students ask and answer in a chain. One student starts by asking the question to another student of his or her choice. That student answers and asks another student. The activity is over when all students have asked and answered.

## Unit 3

### Pronunciation - Listening - About You

التهيئة

Write the following sentences on the board: Fahd \_\_\_\_\_ in a store. He \_\_\_\_\_ in a bank, but he \_\_\_\_\_ at the bank today. It's Thursday and he \_\_\_\_\_ with some friends. Have students fill in the blanks. If they need help with the verbs, write the following on the board: is playing tennis/works/doesn't work/ isn't working.

مفردات الدرس

lawyer interesting exciting smart stressful

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have two student volunteers read the example aloud. Then have students work in pairs, saying what they think each job in the list is like.

## Unit 3

### Conversation

#### التهيئة

Have students look at the picture. Ask: Where are the people? (in a courtroom). Tell students they are going to hear someone talk about why he wants to be a lawyer. Have students read the sentences to see what information they need to listen for. Then have them predict possible answers before listening.

#### مفردات الدرس

You know ... yeah interesting

#### مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

#### إغلاق الدرس

Play the audio twice for students to listen and repeat. Have students say three things they want to do in the future. Focus on the pronunciation of want to.

## Unit 3

### Reading

#### التهيئة

Have students cover the conversation and look at the pictures. Ask: What are the two students talking about? Who are the people in the thought bubbles? Where are they? What are the people in the thought bubbles doing?

#### مفردات الدرس

vision headings text theme expect employment asset economy percentage culture society

#### مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

#### إغلاق الدرس

Have students discuss the answers in groups of four or five. Have one person report back to the class about what their group discussed.

## Unit 3

### Writing - Project

#### التهيئة

Tell the class about some of the positive and negative aspects of your job. For example: My job is sometimes challenging, but it is rewarding when I see my students learn and succeed. I never get bored because every day and every lesson is different. Then have volunteers say what job they want to do. Ask them to describe some of the positive and negative aspects of the job.

#### مفردات الدرس

and connect but contrast because reason

#### مهارات التفكير

When Where What How capital letter countries cities

#### إغلاق الدرس

Have students discuss their findings in groups and choose the most interesting job to present to the class.

## Unit 3

### Form Meaning and Function

التهيئة

Have volunteers read aloud the simple sentences and then the complex sentences with the relative clauses. Explain that a relative clause (also called adjective clause) describes a noun that comes before it (in the main clause). Relative clauses begin with that, who, or which. Elicit that who is used with people (The waiter who is serving the customers is friendly.); which is used with things (My uncle works in a factory which makes cars); and that can be used with people or things.

مفردات الدرس

Relative Pronouns: Who, That, Which

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Have students complete the sentences individually and then compare answers with a partner. Have several students read their answers for the class.