Listen and Discuss

التهيئة

questions on this page. Have them name jobs and say why they think they are rewarding or not satisfying. Draw a two-column chart with the headings *Rewarding* and *Unsatisfying* on the board. As students mention jobs, write them in the appropriate column. If students disagree as to whether a job is rewarding or unsatisfying, write it in both columns.

مفردات الدرس

satisfaction status entail appreciate income   respectful

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Have students work with a partner to write descriptions for two or three jobs. Tell them they should try to think of some unusual jobs, but they should be sure that the jobs really exist. Go around the class as students are working and help as needed. Have students ask you for any vocabulary they may need, or quietly suggest jobs they can describe if they're finding it hard to come up with ideas. Have pairs present their job descriptions to the class or to a group for their classmates to guess the jobs.

Grammar

Read the explanation of the subjunctive with the class. Emphasize that it is used to stress the urgency or importance of an action. Point out that the subjunctive uses the base form of the verb, often in cases where you would expect another form.

مفردات الدرس

The Subjunctive   I'd Like You + Infinitive / I Want You + Infinitive

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Read the directions and the information about the two situations with the class. Assign each student in the class one of the two situations. Have students work individually to write four or five sentences about the situation. They should make sure that they use both the subjunctive and w*ant/would like +* infinitive in their sentences. Put students in pairs of one student who wrote about situation 1 and one student who wrote about situation 2. Students read their sentences to each other and comment on them. Then they work together to write at least one more sentence about each situation. Check answers by asking a few volunteers to read one or two of their sentences. Then ask if anyone has any sentences that are different.

Conversation Listening Pronunciation Vocabulary Building

التهيئة

Introduce the expression *cover for (someone)* by giving some examples. If a teacher has to leave the classroom, they may ask another teacher t*o cover for them* until they get back. Someone who works as a receptionist and shouldn't leave their desk may ask another person to *cover for them* if they have to go out for a few minutes. Ask students if they are ever in a situation in

مفردات الدرس

in a bind   help me out   cover   keep it to yourself   No kidding?   jump ship   take off   Will do.

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students work individually to match the words with the definitions.

SELP

Mega Goal 2.2 Unit 5

Reading

With books closed, discuss the **Before Reading** question as a class: ***What are the most unusual jobs you've ever heard of?*** Read the title of the article with stress on the word *what* and question intonation. Explain that people sometimes ask a question in this way when they are surprised by something they've heard. For example, a person may say things like *You did **what**? They went **where**?*

analyze   determine   identifying   allergens   identical   flair   captive   infection

Knowledge - Comprehension - Evaluation - Application

Discuss the questions in Speaking section briefly with the class. After students have given their guesses for the unusual jobs, tell them the correct information for any they didn't guess.

Writing

Brainstorm on more unusual jobs. Elicit ideas from the class. Ask students if they know about any traditional jobs in their country that are beginning to become very rare. Hold a brief discussion in class.

مفردات الدرس

consultants authenticators Arborist description responsibilities characteristics

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Have them write their first draft. Exchange drafts and comment, suggest corrections on each other's texts.

Have them edit and rewrite. Call on students to read their descriptions for the class. Create a gallery of job descriptions on the board. Have students draw or bring photos to add.

Form Meaning and Function

Have volunteers read aloud the questions in the presentation. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is *yes*. If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is *no*.

مفردات الدرس

Tag Questions   Can   Could   Would   Obligation: Must   Mustn't   Have to   Necessity and Lack of Necessity: Have to   Need to   Needn't   Don't have to   Don't need to

مهارات التفكير

Form, Meaning, and Function Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Encourage students to ask each other questions about other things they had to or didn't have to do.

SELP

Mega Goal 2.2 Unit 5

Project

Organize students in groups and have them brainstorm Great Jobs and Careers. Call on a student from each group to present the group's ideas and discuss in class.

Duties and activities   Requirements   Personal characteristics   Employment prospects   Career prospects

Knowledge - Memory - Application - Evaluation - Organization

Have groups plan and prepare their presentation or poster. Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities.