

## Listen and Discuss - Pair Work

### التهيئة

Bring pictures of people doing different jobs to class. Put them up on the board or around the classroom. (If possible, some of the jobs should be the same as those presented in this unit, but others can be different.) Elicit ideas and tell students about the pictures. Invent names for the people if necessary. For example, say: ***This is Peter. He's a chef. He works in a restaurant.*** Write the job titles on the board. Continue by asking *yes/no* questions about the pictures. For example, point to the picture of Peter the chef and ask: ***Does he work in a school?*** (no)

### مفردات الدرس

What do you do? Interests tennis player technology gadgets high-tech design become designer mechanic lawyer carries a briefcase plays tennis works in a hospital teaches at a school designs new gadgets

### مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

### إغلاق الدرس

student ask you the question. Answer with one of the jobs discussed in the lesson. Have students work with a new partner and practice conversation B. They should take turns asking and answering. They can first use information from the lesson and then use real information if they can.



## Grammar

التهيئة

Model the example with a volunteer. Ask students to look at the other pictures. Elicit what the people are doing in each. **a** Put students in pairs to complete the activity, taking turns playing the A and B roles. **a** Check answers by having pairs act out the conversations for the class.

مفردات الدرس

Simple Present Tense Questions with What

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

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## Listening - Pronunciation

### التهيئة

Ask a volunteer to read the directions. Have students look at the chart and the names. Play the audio for students to listen. Play the audio again for students to write their answers. Play it again for them to check answers. Check answers by drawing the chart on the board and asking volunteers to write in the answers.

### مفردات الدرس

job   place of work   writes   works   cooks   sells   drives   plays

### مهارات التفكير

Comprehension - Application - Memory - Concentration

### إغلاق الدرس

Write the words **writes** and **sells** on the board and model the pronunciation. Exaggerate the /z/ sound in **sells**. Tell students it's like the sound a bee makes and write the word **buzz** on the board. Compare **buzz** and **bus** for a more dramatic contrast in the sounds. Play the audio for students to listen. Play it again for them to repeat or speak along with the recording.



### Conversation

التهيئة

Have students scan the cartoon strip. Ask: **Where are the people?** (They're at the park.) **What are their names?** (Steve and Adel) With their books closed, have students listen to the audio, including the three possible endings, twice.

مفردات الدرس

flight attendant   good with   interested in   architecture   website designer   advertising   good at

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

Put students in small groups to discuss the question. As students are speaking, go around and help with vocabulary as needed. Write new words on the board. Encourage students to try to say why they are interested in certain jobs. Ask a few students to report on their group's answers. Have students write new words in their vocabulary notebooks.



## Reading

التهيئة

Have students look at the picture and ask them the **Before Reading** question: ***What do you think Omar Hamdan wants to be?*** (a football player)

مفردات الدرس

follow dream striker season professional coach potential techniques chance career

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Call on students randomly to explain their opinions and answer the other questions. To ensure students are active listeners, ask students to summarize a classmate's answer and agree or disagree. Make sure that everyone gets a chance to speak.



## Writing - Project

التهيئة

Have students read the text quietly on their own. Check comprehension by asking questions. For example: ***What is Khalid's dream job? Why does he want to be a teacher? What does he want to teach?*** Have students work individually to answer the questions and then compare answers with a partner. Go over the answers as a class.

مفردات الدرس

grow up college experiments rewarding because so and but compare decide best worst

مهارات التفكير

Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Brainstorm a few ideas with the class about what makes a job “good” or “bad.” Have students work in groups to make a chart of “Good Jobs” and “Bad Jobs.” Have them include pictures of the jobs, if possible. Collect the lists as a writing assessment. Hang students’ lists up around the classroom, so they can walk around and compare them.



## Form Meaning and Function

التهيئة

Go over the information in the chart and have volunteers read the questions and answers. Summarize the meaning of *Why* and *Because* in the following way: **Why?** = For what reason? **Because...** = For the reason that ... Point out that the questions in the simple present are formed with *do* and *does*. Write the following questions on the board and elicit possible answers with *because*. ***Why do you want to be a doctor? Why does she want to be a teacher? Why do you learn English? Why does he like his job?***

مفردات الدرس

Why / Because Because / So chef flight attendant

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Put students in groups of five. They take turns asking each other the questions to complete their chart. Move around the room as students are working and help as needed. Have groups report to the class about the jobs their classmates want to do.

