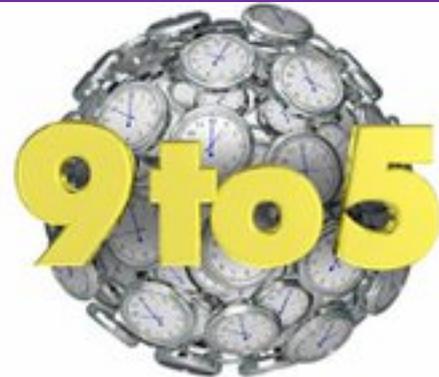




2023

MG2 Unit 5 Working 9 to 5



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Madr sati Preparation

11/15/2023

Mega Goal 2 (MG2.2)
Term 2 - Unit 5 (Working 9 to 5)
Preparation

1- Listen & Discuss

WARM UP

- With books closed, ask students the first two introductory 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.

VOCABULARY

New Vocabulary:

Alternative – fabric – income- satisfaction – status – appreciate – cooperate – determine – entail – monitor – utilize – alert – respectful –

Jobs

Arborist, air traffic controller, engineer, race car driver, pediatrician, social worker, surgeon, telemarketer, zoologist

CRITICAL THINKING

Understanding:

- Students answer discussion Qs 1, 2 & 3
- Activities Quick Check A & B

Applying

- Activity (pair work)

Creating:

Ss use the context to create meaning for unknown words.

CLOSURE

Name three things you have learned today.

ENRICHMENT

Ien Video

https://www.youtube.com/watch?v=rkLLxPsovDg&ab_channel=%D8%B9%D9%8A%D9%86%D8%AF%D8%B1%D9%88%D8%B3

Pair work

https://www.youtube.com/watch?v=an8u7cEiwrQ&ab_channel=%D8%B9%D9%8A%D9%86%D8%AF%D8%B1%D9%88%D8%B3

Flashcards

<https://www.studystack.com/flashcard-3285812>

Wordwall

<https://wordwall.net/resource/6352348>



3- Grammar

WARM UP

- Write this sentence on the board:
- The teacher insisted that he **study hard**.
- Explain The use presented here is one of the few uses of the subjunctive
- Write these sentences on the board and highlight the use of he finish in the second sentence instead of the expected he finishes.
He usually finishes his work on time.
It is imperative that he finish this job on time.
- Write these sentences on the board:
Ahmed isn't usually late for work.
It's important that Ahmed not be late tomorrow.
- Point out that the subjunctive forms the negative by putting not in front of the verb.

VOCABULARY

Grammar Terms:

The Subjunctive

I'd Like You + Infinitive / *I Want You* + Infinitive N

CRITICAL THINKING

Understanding:

Students answer activity: A, B & C

Applying:

Students give example of grammar structures

Students diagram the grammar structures

CLOSURE

What have you learned today?

ENRICHMENT

Ien

https://www.youtube.com/watch?v=pgXaaTmWwLc&ab_channel=%D8%B9%D9%8A%D9%86%D8%AF%D8%B1%D9%88%D8%B3

Wordwall <https://wordwall.net/resource/6657017>

Quizizz

<https://quizizz.com/join/game/U2FsdGVkX1%252B4M7Ixu3nO9dhelfkXeGC5bASRsX%252F6zHHSccsKybi8jxAz59ByqpNc?gameType=solo>

Youtube

https://www.youtube.com/watch?v=JGRbdr4jjG4&ab_channel=GrammarQuickly

https://www.youtube.com/watch?v=LkxwmoJZwtk&ab_channel=BBCLearningEnglish

https://www.youtube.com/watch?v=Pt5Dbng7jpQ&ab_channel=EnglishwithAlex%C2%B7engVidEnglishClasses



4- Conversation

WARM UP

- Introduce the expression cover for (someone) by giving some examples. If a teacher has to leave the classroom, they may ask another teacher to 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 which they have to ask someone to cover for them.
- Explain that they're going to listen to a conversation in which someone is asking another person to cover for them.

VOCABULARY

Real Talk:

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

Expressions:

Asking for favors

Do me a favor and . . .

Do you think you could . . .?

I hate to ask, but . . .

I'd really appreciate it if you would . . .

What are the chances you could . . .?

Would it be possible/too much trouble . . .?

CRITICAL THINKING

Understanding:

(About the conversation Activity)

Applying:

(Your Turn Activity)

Creating:

Students use the context to create meaning for unknown words.

CLOSURE

What have you learned today?

ENRICHMENT

Wordwall

<https://wordwall.net/resource/5711894>

<https://wordwall.net/resource/6692422>

Flashcards

<https://www.studystack.com/flashcard-3714264>



5- Listening, 6- Pronunciation & 7- VB

WARM UP

- With book closed, tell students they will listen to people talking about how satisfied they are with their jobs.

VOCABULARY

Vocabulary Building

Allergen – flair – infection – analyze – identify – captive – identical

CRITICAL THINKING

Understanding:

- Answer listening activity
- Answer Pronunciation activity
- Answer Vocabulary Building

Applying:

Use the new vocabulary in new sentences

CLOSURE

What have you learned today?

ENRICHMENT

Flashcards

<https://www.studystack.com/flashcard-3714278>



8- Reading

WARM UP

- With books closed, discuss the **Before Reading** question as a class: *What are the most unusual jobs you've ever heard of?*

VOCABULARY

- **Revise Vocabulary Building**
Ss find words in the article & discuss meaning
- **New Vocabulary**
 - Callus – trend – embed -

CRITICAL THINKING

Understanding:

- Answer Before Reading activity
- Ss summarize each paragraph orally.
- Each student tell the others in the group about the paragraph he reads (Jigsaw)
- Answer After reading activity
- What is the writer message to you? (inference)

Creating:

Ss use the context to create meaning for unknown words.

CLOSURE

I show how the lesson relates to students' real word needs.
What have you learned today?

ENRICHMENT

Ien

https://www.youtube.com/watch?v=gwPF4CJ4txY&ab_channel=%D8%B9%D9%8A%D9%86%D8%AF%D8%B1%D9%88%D8%B3



9- Speaking

WARM UP

Revise previous lesson

VOCABULARY

Jobs:

odor judger - golf ball diver - cheese sprayer - gum buster

CRITICAL THINKING

Applying:

- Complete table
- Present in front of class

CLOSURE

Stress the importance of presentation skills

ENRICHMENT



10- Writing

WARM UP

- 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.

VOCABULARY

Cure – prune – methodical

CRITICAL THINKING

Understanding:

Answer A activity: Qs.

Answer B activity: Complete table.

Applying:

Write an essay about an unusual job you might like to have.

CLOSURE

I review the key points of writing an opinion essay and discuss writing corner points.

ENRICHMENT

Youtube (Opinion Writing Intro for Kids)

https://www.youtube.com/watch?v=KYkp0BiknJw&ab_channel=CaseyStankiewicz



11- Form, Meaning & Function

WARM UP

- I Write on the board
Talal is a teacher, isn't he?
Talal isn't a student, is he?
I elicit the rule for tag questions from Ss.

VOCABULARY

Grammar Terms:

Tag Questions
Express Obligation
Express Necessity and Lack of Necessity

CRITICAL THINKING

Understanding:

Students answer exercise A, B & C

Applying:

Students diagram the grammar structures for articles.

CLOSURE

What have you learned in our lesson today? (Stress the key points)

ENRICHMENT

Youtube (tag questions)

https://www.youtube.com/watch?v=rybL5unKtTc&ab_channel=LearnEasyEnglish

Polite request

https://www.youtube.com/watch?v=1UZm0EcWR3E&ab_channel=PODERworks



12- Project

WARM UP

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

VOCABULARY

Not Applicable

CRITICAL THINKING

Understanding:

- Complete table

Creating:

- create & design

create and design presentation or poster about great job and career

CLOSURE

Appreciate what students do in this unit.

Complete the self-reflection

ENRICHMENT

YouTube (How to make a POSTER in Word)

https://www.youtube.com/watch?v=PEJ16Z0p3tI&ab_channel=LisaDoe



13- Self Reflection

WARM UP

- Write Working 9 to 5 on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what kind of jobs they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 72 and 73. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember.

VOCABULARY

Not applicable

CRITICAL THINKING

Remembering:

Complete self-Reflection tables

CLOSURE

Appreciate what students do in this unit.

ENRICHMENT



Done by Talal Alhazmi

15/11/2023

MG22 T2 1445

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لا تنسونا من دعواتكم

Talal Alhazmi

