



Unit 5

Working 9 to 5

Listen and Discuss

- 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.

التهيئة
Warm up

1. destination 2. Habitat 3. Observer 4. Monitor 5. Fabric 6. Sewing

المفردات
الجديدة

- knowledge •comprehension •application •analysis

مهارات
التفكير

- 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.
- Have pairs present their job descriptions to the class or to a group for their classmates to guess the jobs.

اغلاق الدرس

https://youtu.be/2a-CbtkAcVU?si=VC6RYawt_o-YpRLq

اثرء



Unit 5

Working 9 to 5

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.

التهيئة
Warm up

- The Subjunctive
- essential
- imperative
- desire

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- synthesis

مهارات
التفكير

- 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 **want/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

اغلاق الدرس

<https://youtu.be/4hhi3PF-yCk?si=nblOzPHpmFmDpQZN>

اثرء



Unit 5

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Conversation & Listening

- 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

التهيئة
Warm up

- in a bind
- help me out
- cover
- No kidding?
- jump ship
- take off

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- evaluation

مهارات
التفكير

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

اغلاق الدرس

<https://youtu.be/TpLTl7GyDmA?si=xggPOllzUeQwXORj>

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Unit 5

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Reading

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

التهيئة
Warm up

1- allergens 2. Identical 3. Stall 4. Flair 5. Captive 6. infection

المفردات
الجديدة

•knowledge •comprehension •application •analysis •evaluation

مهارات
التفكير

- Discuss the questions 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

اغلاق الدرس

https://youtu.be/ubF31k_H52M?si=xftrTKke7ko-7o2H

اثناء



Unit 5

Working 9 to 5

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.
- Direct students to **A**. Read directions with the class. Explain that new words are often made up to label unusual jobs by combining existing words.
- Organize students into pairs. Have them read the descriptions/definitions of the jobs and complete the job title.
- Call on pairs to suggest title.

التهيئة
Warm up

- description
- responsibilities
- characteristics
- background
- arborist

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- evaluation

مهارات
التفكير

- Have students write a job description.
- Tell them to list job responsibilities as they see them in combination with information they found in other sources. Ask them to include qualifications and experience under Important background and personal qualities under Helpful characteristics
- Direct them to the model text but allow them to use a different opening statement if they wish.
- Have them write their first draft.
- Exchange drafts and comment, suggest corrections on each other's texts. Have them edit and rewrite.

اغلاق الدرس

https://youtu.be/2737_Jj0pY8?si=Gpgcd6DBsAgBp7lF

اثرء



Unit 5

Working 9 to 5

Form , Meaning and Function

- Call on volunteers to read aloud the example sentences in the chart.
- Remind students that both must and should are modal auxiliaries. The form is the same for all persons (**I, you, he, she, it, we, they, etc.**). After the modal we use the main verb in its base form (**without to**).

التهيئة
Warm up

- Tag Questions
- Requests
- Obligation
- Necessity

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- synthesis

مهارات
التفكير

- Ask students to turn back to page **68** and to choose only one of the professions described.
- They should imagine themselves in that job and write down a list of duties, obligations or responsibilities they think are involved.
- Students should then use their ideas to make a note of things they had to or didn't have to do last week.
- Students share their ideas with a partner.

اغلاق الدرس

<https://youtu.be/YTbGMGcyLPo?si=kc6maSejtDeHc026>

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Unit 5 Working 9 to 5 Project

- 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.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, look up business magazines and talk to adults that can give them information. Have them make notes and if possible, record interviews.

التهيئة
Warm up

- Duties
- Requirements
- characteristics
- Employment prospects
- Career prospects

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- evaluation

مهارات
التفكير

- Organize students in groups members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Explain to students that after they have collected all the information and designed their presentations and posters, they will spend some time in class coordinating before they present it in the next or the following lesson.

اغلاق الدرس

<https://youtu.be/HVZ1kVs4Wh4?si=tcvwNftAVKDwVpyy>

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لا أحلل ولا أسامح من يستخدم هذا العمل لأغراض أخرى (انتاج معرفي , مسابقات وزارية او محليه او دولية وغيرها)

رابط القناة في التلغرام: <https://t.me/TrEntisar>