**Short term plan**

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| **LESSON: Unit 4 The world of work**  **Topic: Professions** | | | | | **School:** Zh.Aimautova school | | |
| **Date:** | | | | | **Teacher name: Kozhanbaeva** | | |
| **CLASS: 5** | | | | | **Number present:** | | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | | | | **5.L5** understand most specific information and detail of short, supported talk on a wide range of familiar topics  **5.S7**  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | |
| **Lesson objectives** | | | | **All learners will be able to:** | | | |
| * know the different types of jobs * describe what people of various occupations do and wear * ask and answer to the questions about jobs | | | |
| **Most learners will be able to:** | | | |
| * predict the answers to the questions about jobs * think critically about the different aspects of jobs by generating questions | | | |
| **Some learners will be able to:** | | | |
| * understand the features of jobs that are not given the at the lesson | | | |
| **Language objectives** | | | | Use simple present and simple present continuous tenses | | | |
| **Value links** | | | | Collaboration, helping others | | | |
| **Cross curricular links link** | | | | World around us | | | |
| **ICT skills** | | | | Projector or Smart board for presenting a video | | | |
| **Intercultural awareness** | | | | Students will be able to explain what people of different occupations do | | | |
| **Kazakh culture** | | | | Students will be able to differentiate common jobs in Kazakhstan | | | |
| **Pastoral Care** | | | | Students will be able to understand the importance of doing job and helping people | | | |
| **Health and Safety** | | | | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords | | | |
| **Previous learning** | | | | Learners know the names of some jobs and can use present continuous forms to describe what is happening now. | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| 0-6 minutes  6-15 | **Class organisation**  **Game "The words"**  Learners make a big circle and one of the learner say a word and the last letter will be the 1st letter of the second word.  **Divide learners into 2 groups with picture**  **1 group- policeman**  **2 group - sailor**  **Learning and lesson objectives presentation**  **Warm-up (W, I)**  Learners listen to song in first web link. They say jobs they heard then listen again to add others. Record jobs learners remember on board.  **Presentation of new vocabulary with pictures**  Doctor-дәрігер  Farmer-фермер  Babysitter-бала күтуші  Teacher-мұғалім  Dentist-тіс дәрігері  Fireman-өрт сөндіруші  Plumber-сантехник  Tailоr- тігінші  Friendly-достық  Brave-батыл  Hardworking-еңбекқор  Fit-жарамды  Careful-сақ  Polite-сыпайы  Calm-сабырлы  Patient-емделуші,шыдамды  Creative-шығармашыл  **Task 1.**  Learners do first worksheet task: match workers’ names with jobs.  **Task 2.**  Students then classify and record jobs in table.The ‘professions’ require special education and diploma and ‘not professions’ can be done without a special qualification   |  |  | | --- | --- | | Professions | Not Professions | | doctor | farmer | | teacher | babysitter | | dentist | plumber | | fireman | tailor | | | | | | | PPT slides  <http://learnenglishkids.britishcouncil.org/en/songs/people-work>  Handout 1  Cards  To appreciate each other with flowers |
| Middle  15-35 | * **Vocabulary work (W, G)**   **Formative assessment**  ***Differentiation***  **Task 3.**  *Less able students are given some help from peers. For instance, they may clarify some words.*  Students fill in gaps with the appropriate words that have been learned before  Students have two gaps to fill in themselves about jobs apart from mentioned at the lesson   * Learners peer assess each other against suggested criteria.   **Write the word under the pictures**  ***More confident students***  **Where does it go?**  Where do they usually work? Write the jobs in the correct group.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | police officer | doctor | taxi driver | firefighter | farmer | | mechanic | chef | plumber | postal worker | dentist |  |  |  |  | | --- | --- | --- | | **work inside** | **work outside** | **both** | |  |  | police officer |   **Task 4. Read the text and answer the questions:**  **Profession**  Hello! My name is Tom. I'm 11 years old. I have a father. His name is Mike. He is a doctor. I have a mother. Her name is Liz. She is a teacher. My father studied well at school. He participated in the competitions, Olympiads. Always he says me to study well at school. I want to be a doctor as my father. So I must learn all subjects very well.  **1st group will make up questions**  1) What is Tom's father's name?  2) What is his profession?  3) What is Tom's mother's name?  4) What is her profession?  5) What do you want to be in the future?  6) Do you like Tom's father's profession?  **2nd group will answer the given questions** | | | | | | Worksheets 1  Worksheets2  cards |
| End  36-40 | Reflection: SHIP  img19   * If you liked the lesson and you successfully coped with all the tasks - paint the **flag in green** * If it was difficult for you at the lesson, but you could come to the right answer, color the **flag in yellow** * If it was difficult for you to cope with the tasks in the class and you need the teacher's help - paint the **flag in red.**   **Home work**  **Ex.3 p.29(w.b)** | | | | | | Papers, colored papers, color marker |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment – how are you planning to check learners’ learning?** | | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * More support can be given at the start and in middle of lesson by providing less-able learners with story vocabulary in a word list so they can read examples of words seen or heard. * Learners who are less confident at making up dialogue, can be given copies of parts of the dialogue from the story to read aloud. * More-able learners can be encouraged to use the full range of language from the video when they practise the role-play. | | | * Monitor how much vocabulary learners can recall from images on the video without sound and then from video with sound. * Monitor learners as they reorder events from the story. Can they read and understand each event and can they sort them into chronological order? Notice any sentences which are difficult for learners to understand and adapt for a future lesson. * Monitor groups of learners as they agree on and practise dialogue for the role-play activity. Do they take turns to speak? Do they contribute appropriate language for the role-play? | | | * Links to the L1: Do learners know this story in the L1 and do they know any other Aesop’s fables? * Make sure learners have sufficient space to act out the role-play. * As the unit is on the topic of values, it is very important to leave time to discuss the end two questions with the whole class. | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | |
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