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| **Long-term plan unit:**  The world of work  Grade 5 | | |  | | |
| **Theme of the lesson:**  Professions | | |  | | |
| **Learning objectives(s) that this lesson is contributing to** | | | * 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges * 5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics * 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics * 5.W3 write with support factual descriptions at text level which describe people, places and objects | | |
| **Lesson objectives** | | | **At the end of the lesson:**   * **all learners will be able to:**use the names of professions   and match them to descriptions correctly.   * **most learners will be able to:** find a specific information about jobs according to the text,   read a text and discuss what job they would/wouldn't like to be.   * **some learners will be able to**: write 4-5 sentences about their future profession without any support. | | |
| **Success criteria** | | | At the end of the lesson students will be able to use the names of professions, write a short text about professions using of learning vocabulary | | |
| **Value links** | | | Respect professions | | |
| **Cross curricular links** | | | Social studies | | |
| **ICT skills** | | | Using videos, presentation, whiteboard, youTube | | |
| **Previous learning** | | | Talk about family members | | |
| **Plan** | | | | | |
| **Time** | **Time activities** | | | | **Resources** |
| **Beginning**  **3 min** | **Organizational moment**  Teacher greets students; students respond to greeting and take their places.  **Warming up**  Students listen to the song and guess the topic of the lesson.  -What are we going to speak about?  St.: We are going to speak about *"Professions".*  **Getting to know lesson objectives.** | | | | https://learnenglishkids.britishcouncil.org/en/short-stories/what-will-i-be-when-i-grow-up |
| **Middle**  **3 min**  **6 min**  **7 min**  **7 min**  **16 min** | **Speaking practice:**  **1. Look at the jobs in the pictures, listen and repeat:**  *Teacher*  *Plumber*  *Dentist*  *Fireman*  *Tailor*  *Doctor*  *Farmer*  *Fireman*  - What are these jobs in your language? (More able students translate the words into L1)  **2. Now you will work in pairs. Match descriptions to the names of jobs.**   |  |  | | --- | --- | | 1. Nigel Naylor, a tailor,  2. Penny Proctor, a doctor,  3. Peter Palmer, a farmer,  4. Wendy Witter, a babysitter,  5. Mabel Meacher, a teacher,  6. Gary Gummer, a plumber,  7. Patty Prentice, a dentist,  8. Ronnie Ryman, a fireman, | a. comes to see you when it hurts.  b. has got cows and pigs and sheep.  c. makes trousers, suits and shirts.  d. call him when you've got a leak.  e. keeps your teeth both clean and white.  f. comes when there's a fire to fight  g. minds the kids when they're asleep.  h. teaches English, French and Greek. |   Students match descriptions to the names of jobs and tell the correct answers.  Check each other.  Answers: 1-C, 2-A, 3-B, 4-G, 5-H, 6-D, 7-E, 8-F  **3. Pre reading task.**  Look at the pictures and the headings. Think what is each person's job?    Students *listen to a text* "What will I be when I grow up?", *after listening* fill in a table.  What is she/ he?  **4. Reading a text.** Students read the text *"What will I be when I grow up".*  When I grow up I’ll work with animals. I don’t know which job yet. Maybe like my brother. He’s a special vet. He looks after scary snakes, some just out of eggs. He says that snakes are easy as they don’t have any legs. My father is a scientist. He works to save rare birds. Some are really clever and can even say some words. “How do you do.” My mother is a dog groomer. She loves dogs big or small. Once she styled a poodle. It looked just like a ball. My sister, she trains dolphins. They practise in the pool. She hears the dolphins talk and sing. That sounds really cool! So many animal jobs to choose but which one’s right for me? Because I’m only ten years old, I’ll have to wait and see!  **5. Physical training.**  **6. Post-reading task.**  Write the missing words in the sentences.  1. My brother is a special vet. He looks after scary \_\_\_\_\_\_\_.  2. He says snakes are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because they don’t have any legs.  3. My father is a scientist who works to save rare \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4. Some birds are very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and can say some words.  5. My mother is a dog groomer. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all dogs!  6. Once she styled a poodle to look like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  7. My sister trains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and they practice in the pool.  8. She hears the dolphins \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and sing.  -And what job would/wouldn't you like to be?  **7. Project work.**  Teacher divides the class into 3 groups (using pictures of professions) to prepare a project work.  *1 -group* -will write a short text about professions  *2 -group* will make a poster about professions    Professions  *3-group* -make a Cinquain.  1 noun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2 adjectives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3 verbs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  sentence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  a word\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Before making up the project work, students create assessment criteria, according to which students assess groups.  Home task: presentation about the job | | | | Words and pictures are in presentation  Worksheets  Cards  Text:" What will I be when I grow up?"  Video material  Cards  TPR  Worksheets |
| **End**  **3min** | **Feedback: “Unfinished statements".**  - It was interesting…  - It was difficult, but now I could ...  - I learned…  - I could ...  - Lesson gave me for life ...  - I wanted… | | | |  |
| **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?** | | **Health and safety check ICT links** | |
| Less able students are supported by visuals, writing difficult words (names of professions, adjectives) on the board.  More able students -providing a more complex task | | Formative assessment during the lesson.  Comments and encouragement from the teacher.  Peer assessment, FA "thumb up| thumb down"(after explaining and fixing a new theme).  Assessment criteria(according to which students assess groups).  Feedback at the end of the lesson | | PPT for good visualization, song, video. | |
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