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| **LESSON: Unit 4 The world of work The theme: Jobs in Kazakhstan** | **School:** |
| **Date** | **Teacher name:** Medetova Ainura |
| **CLASS: 5G’** | **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.W3**  write with support factual descriptions at text level which describe people, places and jobs |
| **Lesson objectives** | **All learners will be able to:** |
| * know the different types of jobs
* write about someone’s interesting jobs with some mistakes
* have 4-6 correct answers out of 13 in the listening task
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| **Most learners will be able to:** |
| * predict the answers to the questions about jobs
* have 7-9 correct answers out of 13 in the listening task
 |
| **Some learners will be able to:** |
| * write about someone’s interesting jobs without mistakes
* ask and answer all of the questions about jobs
* respond correctly to all questions in the listening task
 |
| **Assessment**  **criteria** | * divide the jobs into two groups professions and not professions
* listening to the text understand main point of the sentences, fill in the table
* to write someone’s unusual jobs (at least 5 facts) using 5 questions
* match workers’ names with jobs while listening to song
 |
| **Language objectives** | Use simple present and simple present continuous tenses  |
| **Value links** | Respect, support, helping others |
| **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 |
| **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** |
| 0-7 minutes 7-15 | **Class organisation:** 1. Greeting with pupils
2. Check their home task Ex 7,8 p 33
3. Divide the pupils into two groupswith pictures of professions: a doctor, a cook Students to name the professions

**Warm-up:** Teacher asks learners to look at images of jobs and guess the job by listening to clues. The name of job appears below of its image as students guess correctly.1. This person is trained in or good at sports (athlete)
2. A person who plays music (musician)
3. This person who bakes bread and other products using an oven (baker)
4. A person who flies airplanes (pilot)
5. A person who helps sick people (doctor)
6. A person who fixes teeth (dentist)
7. A person who catches criminals (policeman)
8. This person with a medical degree trained to take care of the health of animals (vet)
9. A person who teaches kids (teacher)
10. A person who draws picture (artist)
 | Profession cards PPT slides |
| Middle15-1818-2323-32 | **Task 1**Students divide this jobs into two groups. The ‘professions’ require special education and diploma and ‘not professions’ can be done without a special qualification

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| --- | --- |
| Professions | Not Professions |
| doctor | farmer |
| teacher | babysitter |
| dentist | plumber |
| Nurse  | tailor |
| pilot | Hairdresser  |

**Task 2** Listening: Do this exercise while you listening. Complete the gaps with this professions: pilot, shop assistant, tour guide, nurse, dentist.Speaker A works as a\_\_\_\_\_\_\_\_ Speaker B works as a\_\_\_\_\_\_\_\_ Speaker C works as a\_\_\_\_\_\_\_\_ Speaker D works as a\_\_\_\_\_\_\_\_ Speaker E works as a\_\_\_\_\_\_**Task 3 To write short story.**Do you know somebody with an interesting job? Write about their job. Include the information below.-Who is he/she?-What job they do-Where they do their job-When they start and finish work-What do you think of their job.  | CardsFormative assessment |
| End32-40 | **Task 4** Learners listen to song. They say jobs they heard then listen again to add others.Learners do first worksheet task: match workers’ names with jobs. Listen to song again to check.. | CD |
| **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 linksHealth and safety checkICT linksValues links** |
|  | *
 | *
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| **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.**  |
|  |
| **Summary evaluation**What two things went really well (consider both teaching and learning)?1:2:What two things would have improved the lesson (consider both teaching and learning)?1: 2:What have I learned from this lesson about the class or individuals that will inform my next lesson? |

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2 Complete the gaps with this professions:**

**pilot, shop assistant, tour guide, nurse, dentist.**

Speaker A works as a\_\_\_\_\_\_\_\_

Speaker B works as a\_\_\_\_\_\_\_\_

Speaker C works as a\_\_\_\_\_\_\_\_

Speaker D works as a\_\_\_\_\_\_\_\_

Speaker E works as a\_\_\_\_\_\_

**Task 4 Match the people from the song and the job.**

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| **Names** | **Professions** |
| 1. Nigel Naylor
 | 1. farmer
 |
| 1. Penny Proctor
 | 1. fireman
 |
| 1. Peter Palmer
 | 1. dentist
 |
| 1. Wendy Witter
 | 1. plumber
 |
| 1. Mabel Meacher
 | 1. tailor
 |
| 1. Gary Gummer
 | 1. babysitter
 |
| 1. Patty Prentice
 | 1. doctor
 |
| 1. Ronnie Ryman
 | 1. teacher
 |

**Assessment criteria - Бағалау критериі**

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|  |  | **High points**  | **Your point** |
| **Task 1** | Divide the jobs into two groups professions and not professions | **4** |  |
| **Task 2** | Listening to the text understand main point of the sentences, fill in the table  | **5** |  |
| **Task 3** | To write someone’s unusual jobs (at least 5 facts) using 5 questions  | **6-7** |  |
| **Task 4** | Match workers’ names with jobs while listening to song | **8** |  |
|  | **Total:**  | **24** |  |
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