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| **Unit 4: The world of work** | | | | | **School:** I. M. Astafiev | | |
| **Date:** 25.02.2019 | | | | | **Teacher name:** Bekkasymova D.K. | | |
| **CLASS:** 5 | | | | | **Number present:** 9 | | **absent:** 1 |
| **Lesson title:** Professions | | | **Unit 4: The world of work** | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 5.S2 ask simple questions to get information about a limited range of general topics  5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics  5.R8 develop intercultural awareness through reading and discussion  5.UE10 use present simple forms with meaning on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | | **All learners will be able** to answer the questions according to music.  **Most** learners will be able to answer according to the Present Simple and they can use.  **Some l**earners will be able to give opinion according to the certain music and they can use. | | | | |
| **Criteria** | | | Learner can:  -understand sequence of supported classroom instructions  - develop intercultural awareness through reading and discussion  -use present simple forms | | | | |
| **Values links** | | | 3) A secular society with high spirituality | | | | |
| **Cross-curricular links** | | | Self-knowledge | | | | |
| **Previous learning** | | | Names of formal and informal professions. | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Start  5 min | **Org. moment**  **-Greeting.**  Good morning, class! I am glad to see you today? Today we have unusual lesson because we have guests at our lesson. Please, great them.  Warm up. Let’s begin our lesson with “Free microphone”. (Leaners ask questions each other.)  Look at the flower and say a wish to your partner. | | | | | |  |
| Middle  30 min | **Presentation**  http://rigaportal.lv/_nw/14/52717198.jpgBrain storm. A learners look at the picture and guess the theme of the lesson.  1) Who is he?  - He is a builder.  http://www.constructionlawtoday.com/uploads/image/teenager%20driving%20parents%20car.jpg  2) Who is he?  - He is a driver.  https://im0-tub-kz.yandex.net/i?id=63e2ebfd4377f73277d033a7b7c77981&n=33&h=215&w=230  3) Who is she?  - She is a teacher.  **Descriptor:** Listen to the speech attentively;  Guess the pictures.  **Listen to audio songs and will do some tasks. Let's listen.**  Nigel Naylor, he's a tailor  He makes trousers, suits and shirts  Penny Proctor, she's a doctor  Comes to see you when it hurts.  Peter Palmer, he's a farmer  He's got cows and pigs and sheep  Wendy Witter, babysitter  Minds the kids when they're asleep.  Mabel Meacher, language teacher  Teaches English, French and Greek  Gary Gummer, he's a plumber  Call him when you've got a leak.  Patty Prentice, she's a dentist  Keeps your teeth both clean and white  Ronnie Ryman, he's a fireman  Comes when there's a fire to fight.  **Descriptor:** Listen to the song carefully.  **Task 1. Working with new vocabulary.**  Teacher says in Russian, children translate into English and teacher gives a list of words from the song and leaners should read and say what words they know, what words they don’t know.  tailor швея  doctor доктор  farmer фермер  babysitter няня  teacher учитель  plumber сантехник  dentist стомотолог  fireman пожарный  **Descriptor:** Read and translate;  Tell what words they know,  what words they don’t know.  **FA**: “Clapping”    **Task 1a. Working with new vocabulary.**  Teacher asks the questions, children answer. Leaners should use the verb “To be”   1. Is Nigel Nailor a doctor? 2. Is Windy Witter a babysitter? 3. Is Ronny Rymon a Fireman? 4. Is Mabel Meacher a dentist? 5. Is Gary Gammer a plumber?   **Descriptor:** Answer the questions.  **FA:** “Fingers”  **Task 2.** Work in pairs.Match the people and the job descriptions.  A tailor fights fires.  A doctor fixes things like pipes.  A babysitter looks after small children.  A plumber makes clothes.  A fireman helps you to be healthy.  **Descriptor:** Match job descriptions.  **FA:** “Traffic light”.  **Task 3. Read and mark the sentences True (T) or false (F). Correct the false sentences.** 1. A tailor makes furniture. 2. A doctor helps you get better when you are sick. 3. A farmer looks after children. 4. A teacher teaches children in a school. 5. A plumber fixes things teeth. 6. A fireman starts fires.  7. d. A babysitter looks after small animals. 8. A dentist helps keep your healthy teeth. **Descriptor:** Mark True (T) or false (F);   Correct the false sentences. **FA:** Verbal assessment (Leaners assess pair)  **Task 4.** Work in a group.Leaners write a cinquain about professions.  Descriptor: Leaners write   1. Name 2. 2 adjectives 3. 3verbs 4. 1 sentence 5. synonym   **FA:** “Star”  **Revision.**  There are many professions in the world. They're different. Tell me, what professions do you remember from today's lesson? What professions do you like very much? On your desks there are different professions you should stick these professions on the board that you like. | | | | | | Pictures  http://  www.google.com  <https://learnenglishkids>.  britishcouncil.people-work  D:\Pictures\Оценивание\👏.png    D:\Pictures\Оценивание\img39.jpg      C:\Users\Динара\Desktop\Откр урок\c126bbf2e62834b9876f040c70e89991.png |
| End  5 min | **Homework:** to learn the song.  At the end of the lesson leaners assess the lesson. They say how was the lesson. | | | | | | D:\Pictures\Оценивание\img_user_file_5675ad9800870_0_13.jpg |
| **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** | |
| Strong learners were given definite criteria at the beginning of the lesson.  Weak learners use the present simple form, develop understanding, knowledge skills | | | | Through the observation  Giving the cards | | Health saving technologies.  Using physical exercises and active activities. | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve thelesson objectives/ learning objectives? If not, why?*  *Did my planned differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | | I learnt and made the short term plan for this lesson. I liked the objectives. I chose the objectives, where necessary. I shall use some of the objectives at school. I'll try to use another objectives. I didn't know the short term plan, before courses. I think the objectives are very interesting and very useful for us which are given in the long term plan. I want to learn the short term plan full. | | | | | |