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| **Unit 4** | | | **School: Secondary school №42, Nur-Sultan** | | |
| **Date:** | | | **Teacher name: Gulaiym Kairbekova** | | |
| **CLASS: 5 А** | | | **Number present:** | | **absent:** |
| **Lesson title: Professions** | | **Unit 4: The world of work** | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject program)** | | 5.L1understand a sequence of supported classroom instructions  5.C8 develop intercultural awareness through reading and discussion  5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics | | | |
| **Lesson objectives** | | **All learners will be able** to answer the questions according to the picture.  **Most** learners will be able to describe the pictures according to the Present Continuous and they use pair work.  **Some** learners will be able to give opinion according to the certain pictures and they use pair work. | | | |
| **Assessment criteria:** | | Learner can:  -understand sequence of supported classroom instructions  - develop intercultural awareness through reading and discussion  -use present continuous forms with future and present meanings | | | |
| **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 | **Org. moment**  **-Greeting.**  **-Dividing into 3 groups by colored sheets**  Warm up. Stay in a circle. Take colored sheets and there are wishes for every pupil, they should read and translate the wishes. | | |  | |
| Middle | **Presentation**  Brain storm. A learner looks at the picture and names the profession.  1) Who is he?  - He is a builder.  http://rigaportal.lv/_nw/14/52717198.jpg  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.  http://www.cocoabeachfamilydentistry.com/wp-content/uploads/2017/02/Fotolia_84580671_Subscription_Monthly_M.jpg  4) Who is he?  - He is a dentist.  https://im0-tub-kz.yandex.net/i?id=62b256ea09586b52c330084c8e7c26ad&n=33&h=215&w=378  5) Who is he?  - He is a cooker.  http://image.shutterstock.com/z/stock-photo-smiling-pilot-in-the-helmet-in-front-of-vintage-plane-83032378.jpg  6) Who is he?  - He is a pilot.  **Task1. Listening. Presentation with professions. From the book. They listen and say in chorus.**   |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | - Apply speaking and listening skills | *A learner:*  -works on new words  - listen to the speech attentively  - guess the pictures according to the text |   **Task 2.** In pairs, match the sentences (1-8) to the pictures (A-H), then they should check each other, then we will check all together.     |  |  | | --- | --- | | **Assessment criteria:** | **Descriptor** | | Complete the sentences | *A learner:*  -match the sentences  -work with pictures  -works with each other |   AFL: Traffic light cards    **Working with new vocabulary.**  an accountant [ә’kauntәnt] – есепші  a baker – [beikә] – нан пісіруші  a cashier [kæ’ʃiә] – кассир  a lawyer [‘lɔ:jә] – заңгер  a librarian [lai’breәriәn] – кітапханашы  a builder [‘bildә] – құрылысшы  **Task 4. Divide professions into two groups**   |  |  | | --- | --- | | Indoor | Outdoor | | accountant | gardener | | teacher | taxi-driver | |  |  |   AFL:  PE Self/Peer Assessment Stickers | School Stickers  **Task 5. PW. Make up a dialogue. (S-S interaction)**  **"What do you want to be?"**  D: Hello!  S: Hello!  D: How are you?  S: I'm OK. And you?  D: I'm fine, thanks.  S: What is your hobby?  D: My hobby is listening to music. What is your hobby?  S: My hobby is drawing pictures.  D: What do you want to be?  S: I want to be a doctor. And what do you want to be?  D: I want to be a teacher.  S: Good bye!  D: Good bye!   |  |  | | --- | --- | | **Assessment criteria:** | **Descriptor** | | make up a dialogue according to the theme | *A learner:*  -Make up a dialogue  -Use closed questions.  -Use opened questions. |   AFL:  Colourful Self Assessment Stickers | | | Pictures  http://  www.google.com  From the book  From the book  From the book  From the book  From the book | |
| End | *At the end of the lesson, students reflect on:*  *- what they learned*  *- what remained unclear for them*  *- what they need to continue working on*  Feedback  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  | | --- | --- | --- | | *I understand* | *I can use this knowledge* | *I can teach someone* | |  |  |  | | | |  | |