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| **Long-term plan unit: 4 THE WORLD OF WORK** | | | **School: Zh. Sydykov** | | |
| **Lesson 4** | | |  | | |
| **Date**: 10.12.2019 | | | **Teacher’s name: Akhmetova A.D.** | | |
| **CLASS**: 5 Ә | | | **Number present**: | | **absent:** |
| **Theme of the lesson:** Outdoor and service job | | | | | |
| **Learning objective (s) that this lesson is contributing to** | | 5.2.5.1- understand most specific information and detail of short, supported talk on a wide range of familiar topics;  5.2.6.1- deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.3.2.1 ask simple questions to get information about a limited range of general topics | | | |
| **Lesson objectives** | | **All learners will be able to:**  • learn vocabulary for outdoor and service jobs.  • listen to learn about different jobs.  • talk about the jobs your family do. | | | |
| **Most learners will be able to:**   * Complete 4 sentences correctly * Make up a dialogue using 4 new words * Listen and match 5 jobs correctly | | | |
| **Some learners will be able to:**   * Complete 5 sentences correctly * Make up a dialogue using 5 new words * Listen and match 6 jobs correctly | | | |
| **Level of thinking skills** | |  | | | |
| **Assessment criteria** | | * Recognize detailed information in a short conversation with some support * Figure out the content of a short conversation with some support * Recognize the opinion of the speaker (s) in basic, supported talk on an increasing range of general and curricular topics. | | | |
| **Value links** | | Labour and creativity, cooperation | | | |
| **Cross curricular links** | | Geography and Economics | | | |
| **Previous learning** | | Present continuous | | | |
| **Plan** | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | **Teacher’s notes** | |
| Greeting  Start  7 | Org.Moment  Greet students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  *Home work*  *Complete this sentences correctly*  ***TPR sing a song jobs***  <https://www.youtube.com/watch?v=2nesqKP9-5c>  • Ask: What jobs do you know that are outdoors? What are  service jobs? | | |  | |
|  | |
| Middle  3 min | Introducing new vocabulary through the strategy “Memory Game”  They should look attentively at the flashcards with new vocabulary on the board and remember their order. Then drills them with emotions  Task 1 Group work and strategy “Snow ball”  1. 1.33 Ask students to open their books at page 42.  • Students can work in Group to do the matching exercise.  • Play the recording to check answers and for students to repeat.  • After students have repeated the jobs, as them which they think are outdoor jobs and which are service jobs and why.    **FA group-assessment “The shape say”**  **Listening A conversation**  Pre-listening  Listening Task  2. 1.34 Read out the question.  • Before you play the recording, ask students to predict what  they will hear.  • Play the recording.  Listening Task  Ex 3. 1.34 Give students a minute to look through the exercise.  • Play the recording for students to do the exercise.  • When checking answers, ask students to tell you theinformation in the recording that directed them towardstheir answers.  **Differentiation**  Post listening   1. Clara’s father is a….   A tourist B tour guide   1. He speaks…foreign languages   A three B four   1. Clara’s mother is a …   A hotel cleaner B famous actor   1. Luke’s father is a …   A doctor B nurse   1. Luke’s parents work in …   A the same place B different places   1. Clara and Luke … what jobs they want to do   A know B don’t know  Descriptor: A learner  Listen and understand  Make a sentences  will make all answers correct  will make 1-3 answers correct  FA Self-assessment **“Two stars and a wish”** Image result for “Two stars and a wish”  Task 4 Game  4 • Ask students to work alone to complete the sentences with  their own information.  • Monitor while students write their sentences.  5 • Put students into pairs to ask and answer the questionsabout the sentences they completed in Exercise 4. | | | Answers  1 police officer 2 cleaner 3 doctor 4 farmer5 dentist 6 shop assistant 7 tour guide 8 nurse | |
| Answer  Their parents. | |
| Answers  1 b 2 a 3 a 4 b 5 b 6 b | |
|  | |
| REFLECTION  Homework | Image result for blob tree  Home work book ex 1 and 2 p: | | |  | |
| **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** | |
| More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | -through questioning and the redirecting of questioning in feedback activities  -through observation in group and end performance activities  -through formative task | | -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | |
| **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** **achievements/difficulties of individuals that will inform my next lesson?** | | | | | |