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| **Module:** | **The world of work** |
| **Teacher name:** | **Nazarova N.B.** |
| **Date:**  | 29.01.2021 |
| **Grade: 5** | Number present: | absent: |
| **Theme of the lesson:** | When I grow up |
| **Learning objectives(s)** | 5.L1 understand a sequence of supported classroom instructions5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics |
| **Lesson objectives** | **All learners will be able to:*** know the different types of jobs
* describe what people of various occupations do and wear
* ask and answer to the questions about jobs

**Most learners will be able to:*** - predict the answers to the questions about jobs
* think critically about the different aspects of jobs by generating questions

**Some learners will be able to*** understand the features of jobs that are not given the at the lesson
* ask complex questions
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| **Lesson course** |
| **Planned timings** | **Teacher activity** | **Learner activity** | **Differentiation** | **Resources** |
| Beginning**5 mins** | Teacher greets the students and explains lesson objectives. Teacher asks students to guess the lesson topic, afterwards name it.  | Ss greet the teacher and write down the learning objectives. Students look at the scrambled letters and find words which make the lesson theme on the Active Board .Students try to find out the lesson topic. |  | Emotional mood |
| Middle**15 mins****10 mins****5 mins** | VocabularyJobsExercise 1, page 45.1. Look at the jobs (A-H) in the pictures. What are these jobs in your language? Listen and repeat.
2. In pairs, match the sentences (1-8) to the pictures (A-H).

Exercise 2, page 45. Who works: 9-5? Shifts? Long hours? Part time? Full time? Tell the class.Check these wordsMascot team entertain fan match event owl costume silly slide court throw celebrate score idea in silence tiring luckily waterslide tester on holiday check splashing water well paid weather freezingExercise 1, page 46. Look at the pictures and the headings. What is each person’s job? Listen and read to find out.Exercise 2, page 46.1. Read the text again and complete the sentences.
2. Which job would you like/not like to do? Why? Tell your partner.

Job qualitiesExercise 3, page 47. Listen and repeat.Exercise 5, page 47. Complete the sentences with: mascot, team, score, freezing, matches, well-paid, holiday, tiring. | Learners do the given tasks. Answer the questions and tell about their future profession**.**Students work in pairs. They match the sentences (1-8) to the pictures (A-H). | **Differentiation by support** Teacher supports less able learners by giving support explaining some words and giving more explanation.Support for weaker students: working in pairs/groups, phrases | Worksheet with questionsWorksheet matching taskSelf and group works |
| End**5 min** | **Assessment**Teacher tells what have they learnt today and what are the new words do they remember.**Reflection**Learners draw a line on their copybooks to rank the activities they have done according to their importance. What was the most interesting?What was the least interesting? | Learners give feedback to each other. This might be done in oral form.Learners reflect on their learning:* What has been learned
* What remained unclear
* What is necessary to work on
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