**Short term plan**

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| **Unit 4 The world of work****Term 1****LESSON: Language and comunication** | **School:** Lyceum 24 |
| **Date:** | **Teacher name: Yerniyazova N.K.** |
| **CLASS: 5 А** | **Number present:**  | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | **5.S6**  communicate meaning clearly at sentence level during, pair, group and whole class exchanges**5.R7** recognise typical features at word, sentence and text level in a limited range of written genres**5.W3**  write with support factual descriptions at text level which describe people, places and objects**5.UE9**  use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics  |
| **Lesson objectives** | **All learners will be able to:** |
| * develop speaking skills through communication about past work
* improve reading skills through recognising typical features at word
* write descriptions given facts about the cost of the items
* use regular forms of the past simple describing routines, habits and state
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| **Most learners will be able to:** |
| * develop speaking skills through communication about past work
* improve reading skills through recognising typical features at word and sentence
* write descriptions given facts about the cost of the items
* use regular and irregular forms of the past simple describing routines, habits and state
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| **Some learners will be able to:** |
| * develop speaking skills through communication about past work
* improve reading skills through recognising typical features at word and sentence and use them in speech
* write descriptions given facts about the cost of the items
* use regular and irregular forms of the past simple describing routines, habits and state building simple sentences
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| **Language objectives** | Use simple present, past and future tenses  |
| **Value links** | Respect, support |
| **Cross curricular links link** |  |
| **ICT skills** | Smart board for presenting a video |
| **Intercultural awareness** | Students will be able to understand that every work is important and worthy |
| **Health and Safety** | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords |
| **Previous learning** | Outdoor, factory and service jobs  |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| **Lesson 1****Beginning****5-min** | **Class organisation****Warm-up and lesson objectives presentation****Warm-up (W, I)**Looking at the image learners are asked to predict the topic of the lesson.Teacher introduces the lesson objectives. | PPT (slide 2) |
| **Middle****8-min****7-min****5-min****13-min** | **Lead-in (W, I)**To revise the past simple forms of the regular and irregular verbs, learners play BINGO game. Teacher distributes the cards to each student and starts naming the past form of the following verbs: *work, can, learn, go, move, be, do, think, enjoy, try, stop, wear, know, like* and *want.* Only tenof them are given in one of the slips of paper. Teacher can ask students to write the past simple forms of the named verbs next to or under each word in order to check the spelling (additional).*Answer KEY:*Card 3 has all the highlighted verbs (BINGO)

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| **worked** | could | **learnt** | went | **moved** |
| **was/were** | **did** | thought | **enjoyed** | **tried** |
| stopped | **wore** | **knew** | liked | **wanted** |

**Vocabulary (W)**Teacher asks learners to match 10 pictures with the words and check as a whole class. **Speaking (Pre-reading) (P)**In pairs, learners discuss the following questions: * *Did children work in the past? Why/Why not?*
* *Why did they work?*
* *Where did they work?*

**Formative assessment on Reading (I)**Learners read a text about children who worked in Victorian period and write the past simple forms of the verbs which are given in brackets. Then they write a question for each paragraph (a-c).***Differentiation****Less able students are given the same tasks, but they must write missed letters of the past simple forms of the verbs which are given in brackets.* | Handout 1PPT(slide 4)CopybooksPPT(slide 5)Handout 2 |
| **End****2-min** | **Reflection (W)**Teacher asks learners about the work that children were doing during the Victorian era. | PPT |
| **Lesson 1****Beginning****3-min** **10-min****8-min****8-min** **5-min****2-min** | **Lead-in (W)**Students predict about the amount of money that British children got for their work in 1860. *How much money did children get for their work in Britain in 1860?*Teacher tells learners about amount of money (26p a week) that British children got for doing a job. They read list of prices of things they could buy in 1860. **Role play (P)**Learners role play children in 1860 and decide what they can buy with their 26p. *What’s the total?* **Writing (I,P)**After speaking learners write sentences to say what they buy with their 26p and why. Learners write cost of the items in tenge then compare cost of items in Kazakhstan today. They use sentences e.g. *The \_\_ is more than the \_\_\_\_. The \_\_\_\_ is a lot of money today.*Before asking a whole class feedback, learners compare their results with their pairs.**Homework*** Write questions to ask a grandparent about work they did in past using regular and irregular past tenses from verbs they practised. Questions may have the following words:
* *When you were a boy/ girl/ teenager, what…e.g.*
* *What job …?*
* *… country or the town?*
* *What time …?*
* *… finish?*
* Using the answers of their grandparents, learners should write a short paragraph about their grandparents’ work.
 | PPT(slide 8)Handout 3PPT(slide 10)PPT(slide 11)copybooksPPT(slide 12) |
| **End****4-min** | **Reflection****My Word!**Students are given (or choose) a word related to the lesson. They must stand up and point to someone in the class who must then give the meaning. That person then chooses the next person to name a word. | PPT  |
| **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** |
| * More support can be given at the start and in middle of lesson by providing less-able learners with story vocabulary in a word list so they can read examples of words seen or heard.
* Learners who are less confident at making up dialogue, can be given copies of parts of the dialogue from the story to read aloud.
* More-able learners can be encouraged to use the full range of language from the video when they practise the role-play.
 | * Monitor how much vocabulary learners can recall from images on the video without sound and then from video with sound.
* Monitor learners as they reorder events from the story. Can they read and understand each event and can they sort them into chronological order? Notice any sentences which are difficult for learners to understand and adapt for a future lesson.
* Monitor groups of learners as they agree on and practise dialogue for the role-play activity. Do they take turns to speak? Do they contribute appropriate language for the role-play?
 | * Links to the L1: Do learners know this story in the L1 and do they know any other Aesop’s fables?
* Make sure learners have sufficient space to act out the role-play.
* As the unit is on the topic of values, it is very important to leave time to discuss the end two questions with the whole class.
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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.**  |
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| **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? |