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Grade: 5

Unit 4. The world of work

Lesson title: Professions

Learning objectives



5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics

5.3.2.1 ask simple questions to get information and detail of short

5.3.3.1 give an opinion at sentence level on a limited range general and curricular topics

5.5.3.1 write with support factual descriptions at text level which describe people, places objects

Lesson objectives

**All learners
will be able
to**

**Most
learners will
be able to**

**Some
learners will
be able to**

- identify the different types of professions
- describe what people of various occupations do and wear
- ask and answer to the questions about professions using appropriate subject-specific vocabulary

- predict the answers to the questions about professions
- understand the features of professions by generating questions
- use appropriate subject-specific vocabulary to give their opinion

- express their thoughts and opinions
- create short topic about professions

Methods of learning activities

- Watch the video
- Names of professions

Listening

- “Hand in, pass out”
- Match the words to the pictures
- Make up short text

Writing

- “Famous people”
- Make a poster

Speaking

“Hand in, pass out”

Teacher gives students key words, have them respond on notebook paper anonymously. Students then hand their papers in. Teacher immediately, randomly gives them back to students for grading. Students get practice grading others work, but shouldn't know who is who. Teacher then takes informal poll about how many questions students answered correctly.

Key words. Guess the professions

1. Education. Students. Books.
2. Medicine. Injection. Hospital
3. Uniform. Thief. Rules.
4. Food. Knife. Kitchen
5. Airplane. Sky. Cabin.
6. Letter. Post. Bicycle.
7. Microphone. Scene. Public.

Descriptor

- answer the questions
- guess the name of the professions

Listening

(W, f) Pre-listening **Answer the questions**

- Who do you want to be, when you grow up?
- What do you think? What kind of profession is the most well paid?
- What is the most dangerous profession?
- What kind of profession do your parents own?

Thanks to these questions pupils will improve their thinking skills and they will learn how to make sentences using **their vocabulary**

Descriptor

- answer the questions
- work with the vocabulary

(W, f) While – listening **Learners watch the video about professions.**



Descriptor

- watch the video
- understand the meaning

(G) Post –listening

Gives each student a card they should make sentences by their professions in one minute. Then in line to read their sentences. Other students listen to guess the professions. Who guesses right takes the card. The student with the most cards at the end of the game is the winner

Descriptor

- names of professions
- use the vocabulary make sentences

Speaking

(W, f) “Famous people”

There will be pictures of famous people and information about them shown on screen for students. Are they familiar to you? Let's play attention and describe their professions



Descriptor

- describe the professions

Make a poster “Who do you want to be, when you grow up?”

Learners work in groups to make a poster showing what they have learned in a recent class topic. They will need to have a sound knowledge of the topic before beginning the task. They should provide a range of posters. Allow enough time for the learners to discuss and plan their poster, using the planning sheet to bring together the information they need. Give the learners the opportunity to complete their poster and present it to the rest of the class. Using this worksheet, discuss the types of things they will need to include in their poster.

Descriptor

- work as a team
- take on a role
- select relevant information
- show awareness of audience

Differentiation by tasks and resources

Writing

Low level students

Match the words to the pictures



Descriptor

- guess the professions
- match the words

Middle level students
Look at the words in the list below and right them under the correct picture



Descriptor

- guess the professions
- list below under the correct picture

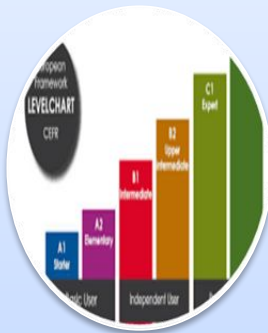
High level students
Find the explanations of what each person does in that profession or make up short text about these professions

Doctor
Engineer
Policeman
Pilot
Scientist
Soldier
Chef
Postman
Bus driver

Descriptor

- find the explanations
- choose the profession
- make up short topic

Assessment



Descriptor



Formative
assessment



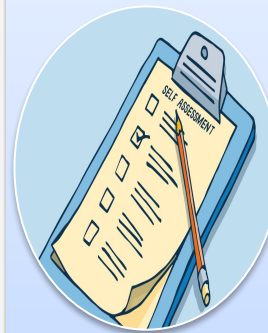
Oral
assessment



Group
assessment



Peer
assessment



Self
assessment



Assessment-based criteria

- **“Thumbs up, middle, or down”**

Ask the class if they understand a concept. If they (think) they get it, thumbs up. If they are not sure, thumbs middle, if they don't get it, thumbs down.

- **Teacher assesses learners orally.**

Very good! Good job! Well done!

- **Formative assessment** Teacher gives students different comments: Good job! You are improving! Well done! Super!

- **Google Forms**

“Comments/questions/suggestions about the lesson?” Students who normally would not participate in class will participate virtually.

- **Quick nod**

Teacher asks students if they understand, and they nod yes or no

Feedback

Two Roses and a Thorn

Name two things that you liked about a chapter, lesson, etc. and one thing you have a question about.

Conclusion

I have learnt

- how to make a short term plan according to the updated curriculum through the microteaching
- how to compose descriptors and an assessment criteria
- how to make up differentiated tasks which are focused on language skills

I have known

- how to use Bloom's taxonomy
- about the learning objectives can be found in the subject programs
- about criteria-based assessment of English

In the future

- use various types of differentiation in planning my teaching
- use the Active learning methods and activities in my future school practice