**Lesson plan**

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| **Theme: Unusual professions** | | | **School: №82** | | | |
| **Date: 23.04.2019** | | | **Teacher’s name: Ramazanova D.S.** | | | |
| **CLASS: 10th** | | | **Present: 12** | **absent:0** | | |
| **Learning objectives(s) that this lesson is contributing to** | 5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W3 write with support factual descriptions at text level which describe people, places and objects | | | | | |
| **Lessonobjectives** | **All learners will be able to:**  Identify the different types of unusual jobs  Ask and answer to the questions about unusual professions using appropriate subject-specific vocabulary  **Most learners will be able to:**  predict the answers to the questions about jobs  Describe and understand the features of jobs by generating questions  **Some learners will be able to:**  ask and answer complex questions using active vocabulary  use a wide range of subject-specific vocabulary to write an extended essay about profession | | | | | |
| **Crosscurricular links** | Profession’s world | | | | | |
| **Assessment criteria** | Use appropriate words in describing professions  Ask and answer to the questions about job  Describe what people of various occupations do and wear | | | | | |
| **Previous learning** | Work and money | | | | | |
| **Plan** | | | | | | |
| **Planned timings** | Planned activities | | | | | Resources |
| **Start**  **10min** | Greeting students  Warm up  T: Listen to the song and guess the theme of new lesson(Pupils guess the topic of the lesson with help of song)  T:  What do you think we will do at our lesson today?  What types of unusual jobs do you know?  Could you describe what do you see on the pictures and tell what kind of profession is it? | | | | | Peter Weatherall “People in my town”  Presentation with pictures of different professions |
| **Middle**  **20 min** | Presentation of the new lesson  **Group work:**  a)Pre-listening task: Vocabulary related to the video  create – жасау  hit on - соққы  Solution – шешім  Beast – жыртқыш  Capture – түсіру  Hoisted – көтерілді  Destination – тағайындау  Inaccessible - қол жетімсіз  Height – биіктігі  water quantity - су саны  Flumes – құбырлар  Envy – қызғаныш  Chain – шыншыр  Researchers – зерттеушілер  Brought up – тәрбиеленген  **b) While listening task:** Learners watch the video about 3 minutes  **c) Lead – in questions:**  Do you like this video?  What is this video about?  **d) Giving detailed comprehension questions:**  Can you name the jobs?  What kind of jobs would you prefer?  **Writing and speaking task:**  T:There are some short information in the classroom walls, find the particular information about jobs and fill the table. Then discuss in a group which of them are low paid and well paid.   |  |  |  |  | | --- | --- | --- | --- | | **№** | **Name of profession** | **Description** | **Average pay** | | 1 | Personal Shopper | Give fashion advice and suggestions to customers. No educational requirements necessary, but you must have retail experience | $25,000 to $100,000+ a year | | 2 | Live Mannequin / Human Statue | These street artists wear very realistic make-up and have to pose for hours a day, but the work is entertaining. | Up to $100 an hour | | 3 | Submarine cook | In Australia submarine cooks are “individuals critical to the navy”, so they attract a bonus of $50,000 a year just for turning up. Such is the reluctance of cooks to work under the sea, preparing 3 meals a day for up to 58 people, that even $4000/ week can’t attract enough starters | $50,000 a year  $4000/ week | | 4 | Ethical hacker | Instead of illegally gaining access to computer information, these do-good cybergeeks help companies or governments find security holes in their systems | $125,000 a year |   **Trade-fair of professions**  Employment Agency of unusual professions – 6 students  (advertisement of different unusual professions)  Applicants – students (try to find and get unusual job)  **Project work**  Each group should create and present new own profession, describe it and advertise  Assessment  Criteria-based assessment with teacher’s right answer  Descriptor  Learners can solve the crosswords concerning to the jobs  Learners can remember and learn the new words  Assessment  Criteria-based assessment with teacher’s right answer  Descriptor  learners can write letter change dictation  learners know the spelling of the sound | | | | | Writing information in the table, share it with team, and discuss about which are low and well paid jobs  Posters, booklets, brochures  Poster, markers |
| End  5 min | Feedback  Lesson was interesting  I have some questions  World of unusual professions  Today I learned  Tasks were difficult  YII. Home work: Write an essay “Profession of future”  Conclusion; Today you are very active .Thank you for attention | | | | |  |
| 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 students’ learning? | | | Cross-curricular links Health and safety check ICT links Values links | |
| Learners will be given a, b ,c level tasks  Will be supported by differentiated worksheets  Some extra tasks are included to the plan in case if more able students complete fast the tasks | | Teacher’s award  Self-assessment criteria.  self-assessment comparing with right answer  peer assessment comparing with right answer  Reflection.. | | | Technology | |
| 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? | |  | | | | |
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| Summary evaluation  What two things went really well (consider both teaching and learning)?  What two things would have improved the lesson (consider both teaching and learning)?  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |