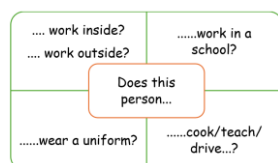


Lesson Plan

Grade 4 Unit 1 What does he do?	
Aims - Name and recall jobs - Write question starters for a game [SPEAKING FRAME] - Ask and answer about jobs	
Syllabus fit This is the second lesson of Week 2, Unit 1. It prepares the children with vocabulary and a question structure to play [GUESS THE JOB] . In the next lessons, Week 3, students will talk about the jobs that family members do.	
Differentiation	
Support	Stretch
The warmer reminds the students of vocabulary for the lesson and creates a reference on the board. The steps before playing [GUESS THE JOB] and the [SPEAKING FRAME] build confidence.	More confident students have opportunities to produce/use more language at all stages. Stronger students can be encouraged to write more for homework (using the [PROMPTS])
Teaching & Learning Materials	
Vocabulary cards with one Job per card, using jobs from the Worksheet used in the previous lesson, see link below https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheets-work-v2.pdf [SPEAKING FRAME] for GUESS THE JOB game, e.g.	



Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	Warmer: Use the [MIME & GUESS] activity with jobs from the Worksheet (10 jobs, see syllabus). Model the miming game for 2 or 3 jobs. Explain that students should raise their hand when they think they know (not shout out). Nominate a confident student to come to the front of the class. Give her/him a Vocabulary Card with a job name written on it. The student mimes the job, other students guess it.

	Continue nominating more students to mime. Teacher to students Student to students
2. 15 minutes	Tell students to help you remember all the jobs, as they remember, write them up on the board. Play [GUESS THE JOB] - Nominate a student to choose one of the jobs (but don't say which one), the teacher asks closed questions to guess the job (see examples in the SPEAKING FRAME, e.g. <i>Does he work outside?</i> Repeat 2 more times (with different students) Show (or draw and write) the SPEAKING FRAME and CHORAL DRILL example questions. Play the game again, teacher chooses a job and students ask the questions (from the SPEAKING FRAME) Ask students to copy the SPEAKING FRAME into their notebooks. CHORAL DRILL the questions, modelling the rising intonation for closed questions. Teacher to students Student to students
3. 10 minutes	Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take it in turns to choose a job and the other students ask questions to discover which job it is. Tell them to note down how many questions they use. Round up by asking them how many questions they used in the game. Student to students
4. 10 minutes	Show the students Activity # 2 from the Worksheet, or draw the table on the board, help the students do the [SORTING] activity. Write [PROMPTS] on the board. A works inside. A works outside Aworks inside and outside Teacher to students
Assessment for learning activity¹ - during stage 3	
The teacher can note how many questions students say they used, to gauge who needs help with question formation.	
Potential homework Write sentences using the PROMPTS about different jobs.	

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>

Reflection on the lesson	
What worked well:	What would you do differently?