Lesson plan

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| **Unit 5:** Work and inventions | | | | | | |
| **Teacher name:** Albekova Dilyara Ablaikhanovna | | | | | | |
| **Date:** | | | | | | |
| **Class**: 11 | | **Number present:** | **absent:** | | | |
| **Theme of the lesson** | Investigating the world of work | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | 11.1.6 - organise and present information clearly to others;  11.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics ;  11.3.3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics;  11.5.6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics. | | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| * organise and present information clearly to others * understand specific information with support * ask questions and reply opponents expressing their thoughts * plan and write a small essay in 8-10 sentences about “Professions of the future” | | | | | |
| **Most learners will be able to:** | | | | | |
| * understand specific information with limited support * ask questions and reply opponents express their opinion with little support * plan and write a small essay in 11-13 sentences about “Professions of the future” with little support | | | | | |
| **Some learners will be able to:** | | | | | |
| * get and analyze all the information necessary for expressing own opinion * plan and write a small essay in 14-16 sentences about “Professions of the future” without support | | | | | |
| **Plan** | | | | | | |
| **Lesson stage and timings** | **Teacher’s actions** | | | **Pupil’s actions** | **Assessment** | **Resources** |
| **1 min**  **2 min**  **2 min** | 1. **Greeting** 2. **Warm-up**   **(W) Lead-in activity:**  The teacher reproduces images about professions of the future on the screen (pins them on the Board).  T show slides and introduce theme and lesson objectives for this lesson. | | | Ss greetings  Students will determine the topic of the lesson through a discussion. |  | PPT |
| **4 min**  **4 min**  **2 min**  **10 min**  **9 min**  **9 min** | **(G) Pre-listening. Active method “Brainstorming”**  The teacher takes some general questions.  **(W) General questions.**   * What are we going to talk about? * What professions of the future do you know?   **(G) First listening. Active method “Group buzz”.**  T regrouping Ss using shapes.  Teacher gives some information about this active method.  **(G) Answer general questions.**  **(I) (FA) Active method “Unfinished sentences”.**  **Task 1. While second listening fill in the detailed information**  1. Many pundits claim that we will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to robots.  2. Many managements gurus are talking about what companies should do\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Nobody can make accurate long-term predictions but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. A barbers job will be safe from AI because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. The one complex subset of machine is deep learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. Our educational system is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. To compete effectively with AI you need more\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8. To have a job in the future you have to be in a continuous cycle of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9. This will help you position yourself competitively and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **(P) Differentiation. Active method “Interview”. Task 2.**  T regrouping Ss using shapes  Teacher gives instruction and specific information about this work.  **(I) (FA) Differentiation. Task 3.** Plan and write a small essay about “Professions of the future”.  Teachers gives example.  Gives information about assessment.  ***All learners:*** *plan and write a small essay in 8-10 sentences about “Professions of the future”*  ***Most learners:*** *plan and write a small essay in 11-13 sentences about “Professions of the future”*  ***Some learners:*** *plan and write a small essay in 14-16 sentences about “Professions of the future”* | | | Ss make three predictions about what the video will be based on the title.  Ss answer  Students view an excerpt of the video on the topic “How to prepare for the jobs of the future”. After watching the video, students using the active learning method "Group buzz" discuss what they have heard in a short time.  Ss watch the video again and fill out cards.  Students should make up short interviews on the watching video. | **Self-assessment**   |  |  |  | | --- | --- | --- | | № | Description | Points | | 1 | lose our jobs | 1 | | 2 | but few a talking about what we should do | 1 | | 3 | we can make educated guesses | 1 | | 4 | few people will trust a robot with a pair of scissors | 1 | | 5 | using neural networks | 1 | | 6 | archaic and flawed | 1 | | 7 | than just a predetermined set of classes | 1 | | 8 | assessing, learning, applying and adapting | 1 | | 9 | to complement AI system | 1 | | **Total** | | 9 |   ***All learners:*** *understand specific information with support*  ***Most learners:*** *understand specific information with limited support*  ***Some learners:*** *get and analyze all the information necessary for expressing own opinion*   |  |  |  | | --- | --- | --- | | # | Description | Points | | 1 | use information from the video | 1 | | 2 | follows the essay structure | 1 | | 3 | makes grammatically correct sentences | 2 | | 4 | use own interesting facts | 3 | | 5 | own opinion is presented and explained | 3 | | **Total** | | 10 | | <https://www.youtube.com/watch?v=oai1JX-2ruA>  <https://www.youtube.com/watch?v=oai1JX-2ruA>  Handout 1  Handout 2 |
| **2 min** | **Feedback. Active method.**  **Thumbs up method**  This method is a quick review of students ' responses, after which they raise their thumbs up, sideways, or down to indicate your own perception of your achievements. | | | **Ss** raise their thumbs up, sideways, or down |  |  |