

SCHEME OF WORK

Theme: Jobs and Occupations

Year: 6

LANGUAGE SKILL	Listening	Reading	Literature	Speaking	Writing
LEARNING OUTCOME	6.1.1, 6.1.2	6.2.3; 6.2.4, 6.2.6; 6.2.8,	6.2.3; 6.2.6; 6.2.8	6.1.7, 6.1.11, 6.1.14	6.3.2, 6.3.9, 6.3.17
ASSESSMENT	Individual responses Worksheet Lesson 1	Individual responses Worksheet: Lesson 2	Individual responses Worksheet: Lesson 3	Interview / conversation	Individually written job advert
ACTIVITY	<p>Pre-Task:</p> <ul style="list-style-type: none"> Share Learning Intention. Have learners look at photos of different jobs and guess what each job is. Can they give an example of what each person does while at work? <p>Main Task:</p> <ul style="list-style-type: none"> Show pictures of unusual jobs (Slide 8). Can they guess which job is not real? Learners listen to audio and work out Listening tasks 1-3 Discuss answers in pairs. <p>Post-Task:</p> <ul style="list-style-type: none"> Have learners in pairs make up an unusual job. They need to say 	<p>Pre-Task:</p> <ul style="list-style-type: none"> Share Learning Intention. Introduce reading strategy: skimming a text. Use text on Slide 10 to practise skimming a text. <p>Main Task:</p> <ul style="list-style-type: none"> Introduce text for lesson: Interview with a Firefighter. Have learners skim the text to see what the firefighter thinks about her job. Read text aloud and then encourage the learner to read it individually. Have them match the questions to the paragraph numbers. 	<p>Pre-Task:</p> <ul style="list-style-type: none"> Share Learning Intention. Have learners think about what they would like to do when they grow up. Have learners think of examples of jobs which are artistic, practical or helping jobs. <p>Main Task:</p> <ul style="list-style-type: none"> Introduce poem: <i>You can be anything</i> by Teri Hopkins. Learners read the poem silently to themselves and underline any parts, words they don't understand. Have them discuss what the poem is about in pairs. 	<p>Pre-Task:</p> <ul style="list-style-type: none"> Share Learning Intention. <p>Main Task:</p> <ul style="list-style-type: none"> Activity 1: Guess my Job. Explain activity: Put learners into pairs. Learner A selects one of the jobs on Slide 5 and Learner B asks questions to guess the occupation. Brainstorm questions that can be asked by Yes or No. Activity 2: Which job is right for me? Explain activity: Each learner selects a job from those shown on Slide 8. Have learners write down a list of qualities that they need to have in order to do that job. Each learner talks about their job and explains 	<p>Pre-Task:</p> <ul style="list-style-type: none"> Share Learning Intention. Share task description and identify Genre, Audience and Purpose (GAP). <p>Main Task:</p> <ul style="list-style-type: none"> Review job advert models. Elicit main features. Use Slides 7-10 to practise putting a job advert in order. Share slides 13-19 Tips for Writing an Advert and model using adjectives to make the writing more appealing. Learners write a draft of the job advert. Have them use the

		something about what this job consists of.	<ul style="list-style-type: none"> Go through questions together. Learners can discuss answers in pairs. Post-Task: <ul style="list-style-type: none"> Worksheet Lesson 2 	<ul style="list-style-type: none"> Go through the poem together and discuss learners' responses. Post-Task: <ul style="list-style-type: none"> Refer learners to Slide 18. Can they make up two more sentences using the same structure of the poem? 	<ul style="list-style-type: none"> what qualities one needs for the job. Activity 3: My future job. Learners think about what job they would like to do in the future. Draw attention to sentence starters and key phrases. Learners carry out conversation in pairs. Post-Task: <ul style="list-style-type: none"> More confident speakers can be asked to tell the rest of the class about their future jobs.. 	<ul style="list-style-type: none"> success criteria to check their writing. Post-Task: <ul style="list-style-type: none"> After editing and revising their writing, learners can publish their adverts.
	RESOURCES	<ul style="list-style-type: none"> PowerPoint: Lesson 1 (includes audio clip) Worksheet 	<ul style="list-style-type: none"> PowerPoint Lesson 2 Worksheet 	<ul style="list-style-type: none"> PowerPoint Lesson 3 Worksheet 	<ul style="list-style-type: none"> PowerPoint Lesson 4 Common phrases 	<ul style="list-style-type: none"> PowerPoint Lesson 5 Writing an Advert success criteria Writing Frame
LAP	Language Structure	<i>Present Simple</i>	Present Simple, Imperatives	Imperative, You could be...	Questions: Do you...? / Is it...? Need to - to express necessity	Present Continuous; Adjectives
	Vocabulary	Marine biologist, veterinarian, police officer, mechanic, detective, chemicals	fire fighter, fire station, excited, complain	scientist, fire fighter, actor, dentist, medicines, potions, hairdresser, plasterer, wonky, etc.	<i>knowledgeable, fascinated, interesting, etc...</i>	<i>vocab from previous lessons</i>
	Language Function	To describe a job	To inform	Talk about possibility and ability	To ask and answer questions To describe qualities needed for a job	To persuade

