

## Jobs and Occupations – Year 3 – Scheme of Work

The Jobs and Occupations scheme is designed on the structure that teachers should follow when planning English lessons. It starts with the receptive skills of listening and reading and gradually eases the learners into the productive skills of speaking and writing. The Literature lesson, meant to instil and foster a love of literature in learners, may be used on any day during the week. The scheme is planned over a period of five days, but teachers are free to add more lessons as they deem necessary in order to address the needs and interests of their learners. Lessons are naturally pegged to a Year 3 Learning Outcome, and as is normally the case, more than one LO can feature in a lesson. Although each lesson focuses on a separate skill, an integrated-skills approach is used across the lessons to provide a meaningful and motivating context. Grammar is embedded in each lesson and teachers can note that language structures, function and vocabulary are generally constant throughout the five lessons to ensure continuity and serve as a scaffold for learners when they are doing their speaking and / or writing task. Each lesson is accompanied by a PowerPoint presentation and supporting material such as handouts. At the end of the document, you can also find links to additional material you might want to utilise.

| Year 3           |   | Topic: Jobs and Occupations  |  |   | Week:  |
|------------------|---|--|--|---|--|
|                  | Learning Outcome  | Assessment   | Activity/Procedure   | Resources (incl. digital)   | Language Structure/Vocabulary/<br>Language Function  |
| <b>LISTENING</b> | LS 5.2 I can <b>understand audio-visual</b> texts across a range of genres, <b>identifying the main idea and specific information</b> | <p>Questions throughout lesson.</p> <p>Worksheet with tasks (Lesson 1)</p> | <p><b>Pre-task:</b> Have learners brainstorm different jobs on a mini whiteboard. Share your own web/list and model thinking. You can use <i>Whiteboard App</i> found in the Microsoft Apps or <i>Whiteboard.fi</i>. Have some learners share their web/list.</p> <p><b>Main task:</b> Pre-teach vocabulary by showing pictures on the screen. Learners shout out the occupation. Introduce other vocab related to the job.</p> <p>1<sup>st</sup> Listening: Listen to song and identify 5 jobs that are mentioned. Follow with Task 1 on handout.<br/>                 2<sup>nd</sup> Listening: Listen to song and match the person with the job they do. Follow with Task 2 on handout. (What do learners notice about the words – rhyming)<br/>                 3<sup>rd</sup> Listening: Listen for gist. Follow with Task 3 on handout.</p> <p><b>Post-Task:</b> Ask: Which of these jobs would you like to do? Is there any other job you would like to do? Encourage learners to think about skills that they need to have in order to do a job. Share ideas.<br/>                 (Material adapted from <i>learnenglishkids</i> – British Council)</p> | <p>Link for listening text:<br/> <a href="https://www.dailymotion.com/video/x59lk7n">https://www.dailymotion.com/video/x59lk7n</a></p> <p>PowerPoint presentation:<br/>                 Lesson 1 Listening</p> <p>Worksheet</p> | <p><b>Language Structure:</b> present tense</p> <p><b>Vocabulary:</b> related to jobs and occupations: doctor, tailor, farmer, baby sitter, teacher, plumber, dentist, fireman, engineer, policeman</p> <p><b>Language Function:</b> to describe</p> |

|            |  |                                     |  |  |   |
|------------|--|-------------------------------------|--|--|---|
| LITERATURE | <p>LIT 5.3 I can respond to simple poems, stories, and plays by <b>speaking and writing</b> briefly about <b>how I feel about the literary texts and about the events and characters</b> in these texts.</p> | <p>Questions throughout lesson.</p> | <p><b>Pre-task:</b> Show picture of the fire engine. Can learners guess what the topic of this lesson is? Draw attention to the word FIRE on the fire engine. What do they notice about it? Do they know why it is written in this way? Can they think why it is necessary to have it written in reverse? How else can drivers know that a fire engine is approaching from behind them? What should drivers do if a fire engine or other rescue service vehicle (ambulance, police car) is approaching? Do they know what number to call in case of a fire?</p> <p><b>Main task:</b> Pre-teach vocab. Use flashcards or sticky notes. Share and model decoding strategies: chunking, stretching sounds, saying each sound within the word, etc.</p> <p><i>Pre-Reading:</i> Show cover of the book. Discuss: title, author, illustrator, picture. Use I see, I think, I wonder. <i>Discuss:</i> Is it a fiction or a non-fiction book? How do they know? <i>Make connections:</i> Have they ever read a story about a fire? Do they know someone who is a firefighter? Would they like to be a fire-fighter when they grow up?</p> <p><i>During Reading:</i> Share 3 key questions:</p> <ul style="list-style-type: none"> <li>• What is the main problem in the story?</li> <li>• How was it solved?</li> <li>• What was the author’s purpose in writing this book?</li> </ul> <p><i>After Reading:</i> Allow time to reflect on key questions. Discuss by giving examples from the story. Identify rhyming words within the story.</p> <p><b>Post-task</b> Choose a key moment in the story, for instance when the firefighters were putting out the fire and people were watching from the street. Have them imagine they are a person in the street. What would they see, smell, hear and think?</p> <p><b>Extension Idea:</b> Have learners draw a picture of a fire-engine and a fire-fighter. Can they label the most important parts/details?</p> | <p>Flashcards/Sticky notes with new vocabulary</p> <p><i>Link to story This is the Firefighter:</i><br/> <a href="https://www.youtube.com/watch?v=2nCbLtBWxxA">https://www.youtube.com/watch?v=2nCbLtBWxxA</a></p> <p>PowerPoint presentation:<br/> Lesson 2<br/> Literature</p> | <p><b>Language Structure:</b> present tense; This is/These are</p> <p><b>Vocabulary:</b> firefighter, hose, signal, rescue, axe, squad car</p> <p><b>Language Function:</b> to describe a scene</p> |
|------------|--|-------------------------------------|--|--|---|

READING

R 5.5 I can use a **range of strategies to aid comprehension and find the required information** in the text.

R 5.7 I can make **informed assumptions** about a text or long work from its **title and introductory material**

Students will explain to classmates how to play a particular game.

**Pre-task:** Remind learners of story read in Lesson 2 (This is the Firefighter). Show text for this lesson. *What can learners notice about this text? What can they say about the pictures? Are the pictures drawn by an illustrator or are they real pictures? Is this text similar or different to the text read in Lesson 2?* Also point out diagrams, arrows, labels and captions.

Have learners compare both texts. Elicit fiction and non-fiction criteria. Can they give examples from books/texts they have read? Discuss author’s purpose and introduce PIE. Have them reflect on the purpose of both texts. *How do they differ/are they similar?*

**Main task:** Pre-teach vocab. Write words on whiteboard (mini-whiteboard, OneNote or whiteboard.fi). Remind learners of decoding strategies: chunking, stretching the word out, saying the sounds, etc.

Scanning the text: Ask questions. *Which part of the text gives us information about modern firefighting? Which part of the text gives us information about firefighters who fight fires in different countries? Find the part that tells us how firefighters put out fires in forests.* Elicit strategy – scanning by looking for key words or pictures.

Read text aloud while learners follow. Proceed with Task 1 on handout. Have learners read the part of the map by themselves: Ask questions: *Can you find Malta on the map? Is it labelled? Do you know where it is? Can you name some other countries from the map? Do you know anyone who lives in another country? Do you know what the letter UK stand for? What about USA?*

Have learners read the text on the 2<sup>nd</sup> page silently. Model asking questions to aid understanding. Elicit further questions about the text from learners. Proceed with Task 2 on handout.

**Post-task:** Have learners write one interesting fact about fire.

**Extension Idea:** Have learners draw a picture of their favourite job. Encourage them to add details to their picture: where will they do the job (office, classroom, clinic, garage, building site, etc... and the tools they might need to use.

Handout with Reading Text and questions Lesson 3

PowerPoint Lesson 3 Reading

**Language Structure:** present simple; modal verbs (could/might)

**Vocabulary:** Firefighter, jet ski, oil tanker

**Language Function:** To inform

|                 |  |   |  |   |  |
|-----------------|--|---|--|---|--|
| <b>SPEAKING</b> | <p>LS 5.8 I can <b>communicate my own experiences, likes and dislikes</b> fluently and accurately with some allowance to <b>self-correct</b> in the process.</p> | <p>Questions throughout lesson.</p> <p>Oral contributions by students</p> | <p><b>Pre-task:</b> Share poem ‘When I grow up’ (in Handouts) Discuss: <i>What is the poem about?</i> Have learners write one job mentioned in the poem on their mini whiteboard and show it to the rest of the class.</p> <p><b>Main task:</b> Activity 1<br/>Say clues about a job and learners guess which job it is. Model using this example: <i>I wear a white coat. I have a comfortable chair which can lean back. I use a lot of tools such as the tweezers and a mouth mirror. Sometimes I use an X-ray machine to look at your teeth. I am a .... Repeat with as many jobs as necessary to reinforce language structures and vocabulary: ‘I wear a..., I use..., I work in a...’</i> Application: Have learners chose a job and think of/write down four or five clues about the job. Can the other learners guess the jobs?</p> <p>Activity 2: Slowly reveal picture of someone at work. Learners first guess what the job is. Next, they mention 2 things that he or she does while at work. Finally, they think about the skills that the person needs to have in order to do that job. Follow same pattern with other jobs. Learners can refer to handout with vocabulary to support them.</p> <p><b>Post-task:</b> Have learners share the picture they have drawn from the previous lesson and say something about it using the language pattern practised in Activity 2. You can have learners record their replies on FlipGrid.</p> | <p>PowerPoint<br/><i>Lesson 4 Speaking</i></p> <p>Poem: <i>When I grow up</i></p> <p>Handout for language support</p> | <p><b>Language Structure:</b><br/>Present simple (works, cooks, uses...)</p> <p><b>Vocabulary:</b><br/>police officer, fire fighter, chef, taxi driver, pilot, airport, airplane, car, restaurant, kitchen, streets, police station, uniform, etc...)</p> <p><b>Language Function:</b><br/>To describe</p> |
|-----------------|--|---|--|---|--|

|                |   |   |  |  |   |
|----------------|---|---|--|--|---|
| <b>WRITING</b> | <p>W 5.9 I can <b>write a paragraph</b> appropriately for an <b>audience</b> and with a <b>purpose</b>.</p> <p>W5.12 I can make a text more <b>interesting</b> or more relevant to me by <b>changing the vocabulary</b>.</p> <p>W5.14 I can <b>use resources</b> to help me <b>plan</b> my written work and <b>present</b> it accurately.</p> | <p>Questions throughout lesson.</p> <p>Learners fill in their own application form.</p> | <p><b>Pre-task:</b> Set the context. Explain that we want to apply for a job that we really want to do. How can we apply? Elicit ‘fill in an application form’ or similar. <i>Do learners know what an application form is? Have they ever filled one? Why and who would need to fill one?</i> Listen to learner’s ideas and address any misconceptions.</p> <p><b>Main task:</b> Show model application form and discuss important features:.</p> <p><i>Plan:</i> Elicit success criteria of filling in an application form and share your criteria. Add any criteria that learners have mentioned.</p> <p><i>Draft:</i> Model filling in the upper part of the application form: personal details. <i>What is important here?</i> Initial letters written in upper case, postal address, email address, no spelling mistakes etc. You can use the Whiteboard App or OneNote.</p> <p>For section <i>Why do you want this job?</i> Have learners reflect about what should be written here. Can they give examples? Model writing their ideas into sentences. Ask learners to write words or sentences on their mini whiteboards and share them. Take suggestions and model choosing the most appropriate sentence.</p> <p>Repeat for <i>What qualities and skills do you have for his job?</i> Have learners refer to handout used in the speaking as an extra support. Model writing their ideas into sentences, same as above.</p> <p><i>Revise:</i> Go through the whole form to improve it, particularly the last two sections. Use SAD technique (Substitute, Add and Delete). Mark changes in another colour.</p> <p><i>Edit and Proofread:</i> Go through it once again to check for punctuation marks, capital letters, spelling mistakes, and to see that it reads well. Refer to success criteria for filling in an application form.</p> <p><i>Publish:</i> Re-write the application form neatly so that it can be sent.</p> <p><b>Post-task:</b> Students fill out their own application forms independently on their chosen job.</p> | <p>PowerPoint<br/>Lesson 5 Writing</p> <p>Handout for language support</p> <p>Application form Writing Frame</p> | <p><b>Language Structure:</b><br/>Writing in the 1<sup>st</sup> person: I love, I enjoy, I have,</p> <p><b>Vocabulary:</b> related to chosen job</p> <p><b>Language Function:</b> to describe</p> |
|----------------|---|---|--|--|---|

## Online Resources

|   |  |
|---|--|
| <p><b>Learning Apps</b></p> <p><a href="https://learningapps.org/5468104">https://learningapps.org/5468104</a> : Word search</p> <p><a href="https://learningapps.org/5468104">https://learningapps.org/5468104</a> : Matching pictures to words</p> <p><a href="https://learningapps.org/2921508">https://learningapps.org/2921508</a>: Matching pictures to audio</p> <p><a href="https://learningapps.org/9574046">https://learningapps.org/9574046</a> : Matching pairs (pictures to text)</p> <p><a href="https://learningapps.org/7677423">https://learningapps.org/7677423</a>: Crossword (Write the words you hear)</p> | <p><b>British Council website</b></p> <p><a href="https://learnenglishkids.britishcouncil.org/category/topics/jobs">https://learnenglishkids.britishcouncil.org/category/topics/jobs</a></p> <p>Various games and activities on the topic Jobs</p>   |
| <p><b>YouTube</b></p> <p><a href="https://www.youtube.com/watch?v=G5UHA2sf-IE">https://www.youtube.com/watch?v=G5UHA2sf-IE</a> (Song introducing jobs)</p> <p><a href="https://www.youtube.com/watch?v=x8tF2aQoukY&amp;t=100s">https://www.youtube.com/watch?v=x8tF2aQoukY&amp;t=100s</a> (Vocabulary and definitions)</p> <p><a href="https://www.youtube.com/watch?v= ID6QEK_c7o">https://www.youtube.com/watch?v= ID6QEK_c7o</a> (Vocab and Definitions)</p> <p><a href="https://www.youtube.com/watch?v=-pVyrW_vwaw">https://www.youtube.com/watch?v=-pVyrW_vwaw</a> (Guess my job – listening to job descriptions)</p>     | <p><b>Books to Share</b></p> <p>Career Day by Anne Rockwell <a href="https://www.youtube.com/watch?v=soKR6D90WQ">https://www.youtube.com/watch?v=soKR6D90WQ</a></p> <p>When I grow up by Julie Chen <a href="https://www.youtube.com/watch?v=1ihyy3wOwKw">https://www.youtube.com/watch?v=1ihyy3wOwKw</a></p> <p>Katie finds a job by Fran Manushkin(audio book):<br/><a href="https://www.youtube.com/watch?v=uJ256BRQHE0">https://www.youtube.com/watch?v=uJ256BRQHE0</a></p> <p>Nurse Clementine by Simon James:<br/><a href="https://www.youtube.com/watch?v=uJ256BRQHE0">https://www.youtube.com/watch?v=uJ256BRQHE0</a></p> <p>Even Superheroes have to sleep by Sara Crow<br/><a href="https://www.youtube.com/watch?v=ej2TVzW8Ia4">https://www.youtube.com/watch?v=ej2TVzW8Ia4</a></p> |
| <p><b>Poems and Drama</b></p> <p>Labour Day Poem: <a href="https://www.superteacherworksheets.com/poems/labour-day_LABOU.pdf">https://www.superteacherworksheets.com/poems/labour-day_LABOU.pdf</a></p> <p><a href="http://www.poetry4kids.com">www.poetry4kids.com</a></p>   | <p><b>Further links</b></p> <p>J2E – online tools for teaching and learning</p> <p>Flipgrid – assign a task and learners record themselves answering your question<br/><a href="https://eltexperiences.com/10-websites-for-english-language-teachers/">https://eltexperiences.com/10-websites-for-english-language-teachers/</a></p> <p>Nearpod – ready made lessons and activities</p> <p>whiteboard.fi – online whiteboard</p>   |