LESSON: JOBS, I’M A DOCTOR

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| Key learning outcomes | Pupils will learn to say and understand basic job vocabulary and be able to name some jobs they like. They will also recycle language from the previous introductory lesson. |
| Key resources | “Prve riječi, first words“, Internet materials concerning jobs |
| Online materials | Adapted from http://learnenglishkids.britishcouncil.org |
| Extra material needed | Paper, crayons, doctor’s equipment (stethoscope, pill boxes, syringe, thermometer, prescription), blackboard, cubes, hand-outs, chalk, marker |
| Timing | 30 minutes |
| Pre-lesson preparation | -bring tubes  -bring already prepared hand-outs  –bring a blackboard  -bring crayons, paper  -bring empty prescriptions |
| Target language | * Functional language for “Jobs” * Jobs vocabulary: a doctor, a patient, a nurse, a doctor’s coat, pills, a syringe, a thermometer |

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| Time | Lesson  stage/aim | Procedure | Interaction |
| 2 min | Review of last lesson | Greet the class and say hello. Class responds chorally. Pretend to forget the names of pupils and ask ‘What’s your name?’ Encourage pupils to ask ‘What’s your name?’ and respond ‘ My name is…’ I ask them if they have forgotten a song about mums that we sang on the previous class. | Whole class |
| 3 min | Lead in | Pupils sit in a circle. I ask the class how they feel today. Then I say that I do not feel good and make them think that I need a doctor. | Circle time |
| 8 min | Pre-teach vocab | Class still sits in a circle with the teacher (they sit on the chairs if possible). I introduce the topic “Jobs” by talking about a certain profession- being a doctor. One child is wearing a costume of doctor. That child is waiting in front of the door. Then I say: “Children I have a surprise for you” and I open the door and the child enters. Then we discuss doctor’s job and I introduce new words. I help with pronunciation. | Circle time |
| 5 min | Teach functional language | Then I say words “doctor”, “nurse”, “patient” for a couple of times and that way I help pupils to remember the word. The pupils repeat them. Then I also say ‘’I am a doctor’ (for example), with a big smile. Then I say “He is a doctor”, “She is a doctor” and I encourage one pupil to go around the class saying “He is a doctor” or “She is a doctor” whether it is a boy or a girl. Make sure they say it by thinking about it not just repeat it. I choose several different pupils. | Circle time |
| 10 min | Mingle-practise target language | Then I make five groups and give pupils instruction what to do. They develop different skills through activities. They also repeat words like “doctor”, “patient”, “nurse”. These will be lively activities that will help pupils to enjoy but stay calm. | Whole class |
| 2 min | Review | Sit down pupils. A child wearing a costume comes closer. I point and ask “What’s his/her job” | Whole class |