

Primary School of:		Teacher: عيّنة من رفيق الأستاذ — rafiki.site
Level: 5PS	Number of learners:	Sequence: One: Jobs, Occupations and Hobbies
Session: 02: I Listen and Interact Section: 01: Jobs and Occupations Domains: Oral Comprehension/ Oral Production		Teaching materials: Flashcards - The White Board.
Session objective(s): By the end of the lesson, the learner will be able to identify the gist (the main idea/topic) of the listening script.		
Target competencies: Interpret oral messages in communicative situations related to the learner’s immediate environment / Interact orally in communicative situations related to the learner’s immediate environment.		Subsidiary objectives: The learner will be able to ask and answer questions about jobs and occupation.
Anticipated problems: The learner might struggle with understanding the listening script.		Solutions/Plan B: The teacher repeat the script as much as possible and uses visual aids to explain the difficult vocabulary.
Cross curricular competencies	1. Intellectual competency: The learner demonstrates understanding of listening skills.	
	2. Methodological competency: The learner exploits the linguistic repertoire and paralinguistic features to interact orally.	
	3. Communicative competency: The learner selects the appropriate words, expressions, sentences and paralinguistic features to interact orally.	
	4. Personal and social competencies: The learner considers the context and paralinguistic features when interacting orally.	
Core Values		

Stages	Procedure	Objectives	Rationale	Interaction	Time
Warmer	The teacher warmly greets his learners and engages them in a fun guessing game. By asking them: what is my father job? (Let them name all the jobs they know and tell them that your father is a gendarme)	To activate prior knowledge about family members and jobs.	Activates prior knowledge and creates a fun, low-anxiety start to engage young learners.	T-L	10 mn
	The teacher challenges his learners to name a family member that starts with 'F' and ends with 'R', then 'S' and ending with 'R', followed by 'M' and ending with 'R', finally, a word that has three letters and starts with "j" and ends with 'b'.			T-L	
Install Resources	The teacher sticks the flashcard of the "gendarme", the "manager" and the "company" on the board and asks his learners: "What do you see?". The teacher reads the following script (as much as possible) at a pace suitable for the learners' age, using body language, mimes, and gestures to aid comprehension, then he asks them to listen carefully and memorize any words they can understand: The teacher engages his learners in a discussion about the script's content, encouraging them to share the vocabulary and phrases they have collected during his reading. The teacher instructs his learners to repeat the following sentences multiple times: what's your father job? - He is a gendarme. (The teacher must focus on the correct pronunciation and intonation). The teacher prompts his learners to respond orally to the following questions by indicating whether each statement is true or false. Djawad's father is a doctor. Jack's father is a manager. Djawad's father is a gendarme. The script is about Djawad's family.	To identify the gist of the listening script about fathers' jobs.	Uses visuals and gestures to make new input comprehensible and build listening for gist skills.	T-L T-L T-L T-L T-L	25 mn

Stages	Procedure	Objectives	Rationale	Interaction	Time
	The script is about the jobs of Djawad and Jack's fathers.				
Assessment	The teacher performs the following scene and then invites two learners to act it out, (changing the job with each new performance).	To assess understanding of the main idea and learned vocabulary.	Checks understanding through active participation and encourages reflection on learning.	L-L	10 mn
	The teacher asks his learners to share orally what they have learned today (at least a word they have learned) and how they feel about the lesson.			L-L	

Self-reflection		
What Worked	What hindered	Action Points