

CEIP EL Carmen

Lucena, Córdoba

CLIL: LESSON PLAN

Unit: SO MANY JOBS!

Level: Second of Primary Educacion

Timing: From 2nd of April to 4th of May

Aims
<ul style="list-style-type: none"> • To present the content of the unit. • To introduce the concept of professions. • To make learners differentiate between raw materials and manufactured products. • To explain learners the different professions in the three sectors. • To make learners know the differences between workshops and factories. • To get the students to classify the professions in the three sectors. • To explain the different forms of communication: interpersonal communication and mass communication. • To help learners understand that learning can be achieved in a second language. • To help learners understand that keeping a record of new words is important.
Criteria for assessment
<p>Teacher, peer-and self assessment processes will be used to assess how well learners:</p> <ul style="list-style-type: none"> • Understand the different jobs and identify their family's jobs. • Classify each profession in its sector. • Differentiate each media in interpersonal communication or mass communication. • Contribute and use the classroom vocabulary chart.

TEACHING OBJECTIVES

(What I plan to teach)

Contents		Cognition	
<ul style="list-style-type: none">• Professions• Natural resources, raw materials and manufactured products• Communication. Publicity• Using information and communications technology to search for and select information.		<ul style="list-style-type: none">– Provide learners with opportunities to understand the key concepts and apply them in different contexts.– Enable learners to identify different professions of the people around them.– Train students to distinguish jobs of different sectors.- Encourage knowledge transfer about forms of communication using visual images.- Vocabulary building, learning and using.- Arouse learner curiosity-creative use of language and learner questions.	
Culture			
<ul style="list-style-type: none">• Know the jobs of their familys.• Become aware of the importance of communication and privacy.• Understanding that they can learn, no matter which language they are using.			
Communication			
Language of learning	Language for learning	Language through learning	
<p>Key vocabulary:</p> <ul style="list-style-type: none">– Professions primary sector: fisherman, breeder, farmer and miner.– Professions secondary sector: artisan and worker.– Professions tertiary sector: doctor, teacher, gardener, firefighter, police officer, transporter...– Natural resources, raw materials and manufactured products.– Mass communication: television, radio, internet and newspaper; and interpersonal communication: post and letters, email and social networks and telephone and text messaaes.	<p>Asking each other questions:</p> <ul style="list-style-type: none">• What do you know about...?• Can you tell me something about...?• Classifying: the different jobs to it sector...	<p>Distinguish language needed to carry out activities</p> <ul style="list-style-type: none">- Retain language revised by both the teacher and learners.- Make use of explanations between students.- Record, predict and learn new words which arise from activities.	

LEARNING OUTCOMES**(What learner will be able to do by the end of the lessons)****By the end of the unit learners will be able to:**

- Demonstrate understanding of the concept of job, communication and publicity.
- Distinguish between primary sector, secondary sector and tertiary sector.
- Differentiate between raw materials and manufactured products.
- Relate each job with its sector.
- Classify the different media.
- Accept all professions are equally important.
- Successfully engage in visual matching between concepts and images.
- Interpret visual information
- Use language creatively.
- Ask and respond to wh-questions about their work.
- Use a class vocabulary record of new words.