# Short term plan

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| **7.3 С Natural disasters** | | | **School:** | | | | | | | |
| **Date: \_\_\_ \_\_\_\_\_ 20\_\_** | | | **Teacher’s name:** | | | | | | | |
| **Grade 7 \_\_** | | | **Number present:** | | | **Number absent:** | | | | |
| **The theme of the lesson:** | | | **Natural disasters** | | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 7.C6 Organise and present information clearly to others  7.R2 Understand specific information and detail in texts on a range of familiar general and curricular topics  7.W1 Plan, write, edit and proofread work at text level with some support on a range of general and curricular topics  **7.S7** Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics. | | | | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | | | | |
| * Read the texts about natural disasters with support; * Analyze the elements of text structure with support; * Answer the questions with support. | | | | | | | | |
| **Most learners will be able to:** | | | | | | | | |
| * Read the text about natural disasters with minimal support; * Analyze the elements of a text structure with minimal support; * Answer the questions with minimal support. | | | | | | | | |
| **Some learners will be able to:** | | | | | | | | |
| * Read the text about natural disasters without support; * Analyze the elements of text structure without support; * Answer the questions without support. | | | | | | | | |
| **Language objective** | | Use subject specific vocabulary; use appropriate Countable and Countable nouns, Past Passive voice. | | | | | | | | |
| **Value links** | | Responsibility , Global Citizenship | | | | | | | | |
| **Cross curricular links** | | Arts | | | | | | | | |
| **Previous learning** | | In the previous unit, learners developed listening and speaking skills working creatively and cooperatively in groups while discussing natural disasters. | | | | | | | | |
| **Use of ICT** | | Blended learning tools as projector or Smart board for showing a presentation, online video resources | | | | | | | | |
| **Intercultural awareness** | | Accept diversity of other cultures | | | | | | | | |
| **Kazakh culture** | | Discussion of natural disasters | | | | | | | | |
| **Pastoral Care** | | Student centered teaching: respect, support and scaffolding;  To create a friendly atmosphere for collaborative work.  Promote a sense of self-esteem and self-respect and respect for others among all the learners. | | | | | | | | |
| **Health and Safety** | | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords | | | | | | | | |
| **Time** | **Activities of the teacher** | | | | **Activities of the pupils** | | | **FA** | **Resourses** |
| 3 min.  **5’** | **Warm-up**  **Aim:** to concentrate the learners attention  **Exercise** “Count”  **Task:** students should count from 1 to 5 at a high speed  **Lead-in:**  **Aim:** to involve all students.  To elicit the objectives of the lessons. Learners should guess the lesson objectives.  **What do you want to learn at the end of the lesson?**  **Students try to answer the questions.**   * What natural disasters are typical for your country? Give examples. * Which one of natural disasters are you most afraid of? * What was the last natural disaster you saw on TV? Where did it happen? How did it affect people? * Why do you think there are so many movies about natural disasters? * Why some natural disasters are not common in your country? | | | | **Explanation:** pupils count from 1 to 5 several times to concentrate attention.  **Explanation:**  Pupils independently think over to what they want to learn at the end of a lesson  **Explanation:** students give the answer using useful expressions | | | **Aim:** motivation of pupils to training and achievement of results  **Aim:** demonstrate an ability to organize and express ideas clearly | Questions and useful expressions are on the blackboard |
| 10 min. | **The main part of the lesson:**  **Vocabulary practice 1: (IW)**  **Aim:** to repeat definitions and write them  **Exercise** “Questions on the wall”  **Task:** Stand up, find question on the wall, read it and remember, back to the desk, sit, write the answer.  (**PW) Task:** students sit in pairs; ask 3 easyquestions and answer. Then ask 1 difficult question.    **Differentiation of the tasks:**  Students work concerning to differentiation of tasks. | | | | **Explanation:** students choose any word and try to give a definition | | | **Aim:**  determination of level of knowledge and motivation to training.  **Differentiation of the tasks:**  **More able learners** (Level А, B) should match with causes  **Most able learners** (Level C) should make up sentences. | A4 papers, markers for learners, cards with words on the wall |
| 10’ min.  5’ | **Reading practice 2: (IW)**  **Aim:** todevelop the skills of reading andability of working in pairs.  **Exercise** “The station for two”  **Task:** Read the text.    **(PW) Task:** students answer the questions and check each other.  **Grammar:**  **Aim:** write with moderate grammatical accuracy on a limited range of familiar general and curricular topics  **Task:** Fill in the table with the given sentences putting them into the appropriate column | | | | **Explanation:** 1) students read the text individually.  2) students answer the questions individually and then check it in pairs.  **Explanation: students** achieved the LO if they were able to  Complete the table and make up sentences | | | **Aim:**  formation of skill of pair assessment and giving feedback  **Differentiation of the tasks:**  **Less able learners** (Level А) should complete the table  **More able learners**  (Level B) should complete the table  **Most able learners** (Level C) should rewrite sentences. | Sheet with assessment | |
| 3 min.  2 min | **Aim:** development skills of giving self-reflection  **Reflection:**  Learners should write three best moments during the lesson, and one moment, which was not so good.  **Home task:** | | | | **Explanation:**  Pupils independently comprehend own progress in training and questions for own development | | | **Aim:**  determination of needs of students | Stickers for writing reflection on the lesson. | |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | |  | | | | | |
| **Additional information** | | | | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | | **Assessment – how are you planning to check learners’ learning?** | | | **Critical thinking** | | | |
| **More support:**   * More support: * Create mixed ability pairs for discussion the elements of a text. Ensure they are not always in the role of timekeeper. * Differentiation of the reading task. * Encourage them to justify their opinions while discussing the task. | | | | * Self-assessment on the elements of a text. * Observe learners when participating in discussion. Did the pair dynamics work? Did each learner contribute to the discussion? If not, why not? (e.g. didn’t understand what to do; not so confident speaking English; not interested in topic; other) * Self-assessment when learners present their ideas about a text structure. | | | Learners work in pairs; apply skills and knowledge to a practical and cooperative task. Learners work in pairs in the form of the cumulative discussion. | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: Work in mixed abilities groups while working with the elements of a newspaper article structure.  2: Differentiation of the tasks in vocabulary practice.  What two things would have improved the lesson (consider both teaching and learning)?  1: Paying attention to the psychological peculiarities of the learners.  2: Dividing students into groups with mixed abilities (more able and less able learners in one group).  What have I learned from the lesson about this class or individuals that will inform my next lesson?  I will try to give the roles to the learners according to their abilities not only in the knowledge of English, but also the roles in class. | | | | | | | | | | |