# 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 topics7.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.
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| **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.
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| **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.
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| **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 toComplete 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. |
|  End1min | 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.  |