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| **Unit of a long term plan:****Communication and technology** | **School:**  |
| **Date:**  | **Teacher name: Makhazhanova A.K.** |
| **CLASS: 7th grade** | **Number present:**  | **absent:** |
| **Lesson title:** | Young people and technology |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | 7. **L.2** understand with little support most specific information in extended talk on limited range of general and curricular topics.**7.S.7** use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics and some curricular topics**7.R.2** understand specific information and detail in texts on a range of general and curricular topics.**7.W.2**write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general and curricular topics  |
| **Level of thinking skills** | **Knowledge Understanding Application**  |
| **Lesson objectives** | **All learners will be able to:** * read,listen and say information about technology
* make sentences using the phrases

**Most learners will be able to:** * read the text about “Greetings from Planet Earth” and find the meaning of the text

**Some learners will be able to:**  * to make sentences using the phrases and their ideas and share with their minds
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| **Assessment criteria** | Identify the main idea of the text about “Greetings from Planet Earth”  |
| **Values links**  | Economic growth based on industrialization and innovation  |
| **Cross-curricular links** | computer science  |
| **Previous learning** | Computer, mobile, internet, etc. |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Start3-min5 min | GreetingOrganization momentDivide learners into two groups by cut of pictures***Inner and outer circle****Pupils give feedback each other’s and change their thoughts about home work* **Video clip about technology***Pupils watch the video clip and discuss it* | Cut of pictures |
| Middle3-min5 min15-min7-min2-min | **W.Task-1. Drilling activities. Vocabulary work.****Choral repetition.****Look at the pictures then listen and repeat**C:\Users\Администратор\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\20170712_202803.jpg**AFL:** *thumbs up if your pronunciation is good, thumbs down if your pronunciation isn’t good***I.Task-2. Two truth and a lie activity.***Learners make sentences using the phrases with often, sometimes and never ... and pupils find the lie and two truth.**I often chat on social media.**I sometimes chat on skype.**I never use my mobile when I’m at home***AFL:** oral feedback**Differentiation by outcome:** **More able learners;**-to make negative and question form sentences using the phrases and their ideas**G. Task-3. «Five sentences advertisement» activity** *Learners read the text and find out what the text is about and share their minds****Descriptors:*** *A learner**-reads the text**-finds what the text is about**-shares his/her minds***AFL:** Fireworks**Differentiation by outcome:** Less able learners;-find the key words from the text that describes the meaning of the text**I.Task-4. «Numbers speak»***Pupils read the text and answer the questions choosing the multiple answers, when teacher says the number a learner reads the question and answer it.**Descriptors: A learner* *-reads the text**-reads the questions**-chooses multiple answers**-reads the answer*AFL: Numbers speak | Excell-7th gradepg.17-18PhotosSheets of papersmarkersposters , markerspower point |
| End5 min | Reflection:What did you do well in today’s lesson?What were the most interesting for you?What did you understand?What didn’t you understand?What do you want to know about this lesson?**Successful stairs***Learners looks at the board and puts a tick or a cross for stairs what they have learnt or not*T-4T-3T-2T-1 |  |
| **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?** | **Health and safety check** |
| **More able students:****Differentiation by outcome:*** to make sentences using the phrases and their ideas

**Less able studentes:****Differentiation by outcome:*** find the key words from the text that describes the meaning of the text
 | * **Oral feedback**
* **Fireworks**
* **Numbers speak**
* **Successful stairs**
 | Energizer: physical activity |
| **Reflection***Were the lesson objectives/learning objectives realistic?* *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?**Did my planned differentiation work well?* *Did I stick to timings?**What changes did I make from my plan and why?* | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  |
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| **Summary evaluation**What two things went really well (consider both teaching and learning)?1:2:What two things would have improved the lesson (consider both teaching and learning)?1: 2:What have I learned from this lesson about the class or individuals that will inform my next lesson? |