**Short-term plan :**

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| **Lesson 1****7.2 Communication and technology** **Term 1 Unit 2** | **School:**  |
| **Date: \_\_\_\_\_\_\_\_\_** | **Teacher name:**  |
|  **Grade:** Grade 7\_ | **Number present:**  | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | **7.C2** Use speaking and listening skills to provide sensitive feedback to peers.**7.L5** Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.**7.S2** Ask complex questions to get information about a limited range of general topics and some curricular topics.**7.S7** Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.**7.UE6** Use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics. |
| **Lesson objectives** |  |  |
| **All learners will be able to:** - Ask and answer personal questions with some support- Use some topic vocabulary to create 5-6 sentences - Explain the usage of applying the technology items with the help of some tips, using possessive and reflexive pronouns**Most learners will be able to:** - Make up complex interrogative sentences to get information about the topic without support;- Use some topic vocabulary to create 5-6 sentences without support- Explain the usage of applying the technology items without tips, possessive and reflexive pronouns**Some learners will be able to:** - Help others ask and answer personal questions- Use some topic vocabulary to create 5-6 sentences without support- Give the extended explanation of the usage of applying the technology items with 2-3, possessive and reflexive pronouns |
| **Language objectives** | Use grammar structures in Past Simple, possessive and reflexive pronouns, because/ because of/ the reason |
| **Value links** | Respect, cooperation, functional literacy |
| **Cross curricular links** | Social Studies, ICT |
| **Previous learning** | Students have studied ‘hobby’ topic, can talk and write about their likes and dislikes |
| **ICT skills** | Acquisition of ICT specific vocabulary |
| **Intercultural awareness** | Preferences in using different types of technology by teenagers in Kazakhstan and western countries |
| **Kazakh culture** | Investigation of using new technologies in Kazakhstan |
| **Pastoral Care** | Assure you met all learners’ needs |
| **Health and Safety** | Make sure power cords are not a tripping hazardEveryday classroom precautions |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** |  **Pupils activities** | **Resources** |
| Start2 min 5 minutes  | **1.Leading-in stage (W)**Teacher greets students and asks question:How are you today?**2.Interactive Starter (W)**Teacher shows the funny picture and students should guess the topic of the lesson.**3.Teacher tells the students the objectives of the lesson**- Ask and answer personal questions with some support- Use some topic vocabulary to create 5-6 sentences - Explain the usage of applying the technology items with the help of some tips, using possessive and reflexive pronouns**Warm-up “A Five Minute Activity”(I)**Students write three words in each category.Three things with a screen.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Three things you can switch on.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Three things that belong to a computer.\_\_\_\_\_\_\_\_\_\_\_\_\_Three types of communication \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Three types of communication in the past\_\_\_\_\_\_\_\_\_\_\_\_ | L-s greeting the teacherStudents should guess the topic of the lessonL-s answer the questionswith some supportUse some topic vocabulary to create 5-6 sentencesStudents write three words in each category | Board, lesson objectivesPowerPoint Presentation (see the attached file)Video file<https://www.youtube.com/watch?v=xDvpoYJuzKo>CNET: Top Five Back to School Gifts |
|  Middle8 min5 min  5 min10 min5 min | **Listening and Speaking tasks****Task 1(W)**Students watch a video about communication technologies and write down top five tech gifts for students they hear.**Task 2 (W)**Additional questions:*- Why has the author of this video decided to shoot it?**-What are the top five back to school tech gifts in our country? Make a list of the five items.**-Is it a good idea to use these technologies for studying at school? Why? Why not?**-Would you like any of these back-to-school tech gifts? Which ones? Why?* **Task 3(W/I)**Students go over the following vocabulary words from the video: a/v gear (audio visual equipment, could ask students to give examples like blue ray player, tv and new streaming gear like Roku, Apple TV, Amazon Fire TV etc.)**Development of Vocabulary(I/P/G)****Task 1(I)**Students match technology vocabulary to objects/technology items.**Differentiation** Less confident students will be able to check meaning of the words looking at the PowerPoint Presentation (Slide 6) and after it; they match pictures with technology items.**Task2 (G)**After this exercise, students brainstorm what can be done with each new technology item. Students must use appropriate verbs (i.e. -smartphones record videos, -flash drives save files, -digital camera take photos etc.) Each group writes their ideas on the board, the group with the most ideas wins.Ask students what technology items are common in use in Kazakhstan.**Task 3 (I)****Feedback:** Students express their opinions about new ideas that they have acquired participating in the activity**Practice(I/P)**Students get introduced to the phrases, related to technology items:1. to access a page/ …
2. to browse websites/ …
3. to click a desktop icon/ …
4. to copy a document/…
5. to go online/ …
6. to paste a sentence/ …
7. to cut and paste an image/ …
8. to send an attachment/…
9. to surf the web/net
10. to share a file/…
11. to download music/…

 12.to upload email/ …**Peer assessment:**Students swap their exercise books to check the sentences. In case of any hesitation about the sentence structures, encourage them to consult with more capable classmates or a teacher.**Differentiation** Allow less confident learners to give different levels of response (differentiation by outcome)or More confident learners review ways of saying ‘why’, for example *because/ because of/ the reason is* etc. which examples of technology they cannot live without and whyI like to download music onto my MP3 player so that to listen to the new songsThen learners in pairs ask and answer questions. Select those questions, which you predict they can answer in English. This may only be 5 or 6 each. | Students watch a video about communication technologies and write down top five tech gifts for students they hearStudents go over the following vocabulary words from the video: a/v gear (audio visual equipment, could ask students to give examples like blue ray playerStudents match technology vocabulary to objects/technology items.Less confident students will be able to check meaning of the words looking at the PowerPointStudents brainstorm what can be done with each new technology item.Students complete the sentences using new wordsStudents complete the sentences using new wordsStudents express their opinionsStudents write their own sentences using the new verbs. (i.e. I like to download music onto my MP3 player.) Some learners ask and answer a fewer number of questions (differentiation by task).learners review ways of saying ‘why’, for example because/ because of/ the reason is etc |  Handout 1 Match the technology itemsThree sets of pictures and three sets of wordsBoard, markersStudents’ ex-books |
| 5 min(I) | ReflectionI think the lesson was productive, because I was able to……What I could not do before, and now I do not have any difficulties?What technology items have you learnt ? | L-s do the reflection | Reflective journals |
|  | **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** Аllow less confident learners to give different levels of response (differentiation by outcome); or let some learners ask and answer a fewer number of questions (differentiation by task). Monitor and take notes for future planning.confident learners to give different levels of response (differentiation by outcome); or let some learners ask and answer a fewer number of questions (differentiation by task). Monitor and take notes for future planning. | **Assessment – how are you planning to check learners’ learning?** | **Health and safety checkICT links** |
| Teachers offer moral support to students having difficulty with the pre-assessment, however, modifications cannot be made as it is a diagnostic tool | The pre-assessment will give teachers an indication of individual student levels | Teachers will keep a close eye on safe student activityFor ICT only the audio file will be used |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? 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** **achievements/difficulties of individuals that will inform my next lesson?** |