## Short term plan 2

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| **Term 1** **Unit 1 "Our world"**  | **School: Solonovka secondary**  |
| **Date:** \_\_\_\_ | **Teacher’s name: Issatayeva L.**  |
| **Grade 8 \_\_** | **Number present: 7** | **Number absent: -** |
| **Theme of the lesson:** | **Reading: The 'no impact' family.** |
| **Learning objectives(s) that this lesson is contributing to** | 8.C9 use imagination to express thoughts, ideas, experiences and feelings.8.S3 give an opinion at discourse level on a wide range of general and curricular topics.8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts. |
| **Lesson objectives**  | **All learners will be able to:** |
| * Identify the meaning of the text about a family that wants to reduce its impact on the environment.
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| **Most learners will be able to:** |
| * Synthesize information from the reading passage for a discussion.
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| **Some learners will be able to:**  |
| * Discuss and give their opinions about an alternative lifestyle using own words.
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| **Value links** | Being environmentally conscious/friendly, actively providing solutions to global problems. |
| **Cross curricular links** | Ecology. |
| **Previous learning** | Everyday objects vocabulary, numbers, expression of quantity.  |
| **Use of ICT** | Smart board for showing a presentation, getting additional information, playing the audio files. |
| **Intercultural awareness** | Perception of different global problems, such as impact on the environment, in learners' own country and around the world. |
| **Health and Safety** | Breaks and physical activities used.  |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning the lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Warm up.** Ex.1 p.10. Prediction based on the title, pictures.True/false statements.*Answers:**1) True**2) False**3) True**4) True**5) False**6) True* |  |
| Main Activities | Ex.2 p.10. Text completion.*Answers:**1) b**2) e**3) c**4) a*Ex.3 p.10. Word formation activity.*Answers:**1) shopping**2) bed**3) washes**More compound nouns in the text:**Toilet paper, dishwasher, light bulb, bathroom, shampoo bottles, toothpaste, second-hand things, plastic bags, takeaway food, plastic cub, plastic pots, lifestyle.* Ex.4 p.10. Gap-filling.*Answers:**1) ice**2) birthday**3) shopping**4) washing**5) kitchen**6) chicken*Ex.5 p.10. Discussion task. | CD |
| Ending the lesson | Giving the hometask. WB p.12. **Peer-assessment**.Two stars and a wish.* You did a really good job on ...
* I really like how you ...
* Maybe you could ...
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|  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** |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | **Assessment criteria:**1. Convey opinions, notion, experiences and feelings creatively.
2. Provide a point of view in conversations and discussions.
3. Identify particular information and details in reading passage.

**Descriptor:**A learner:* uses imagination to express thoughts, ideas, experiences and feelings.
* presents his/her information to the class.
* completes sentences with right phrases.
* Observation
* Feedback on the work
 | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |