## 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. | | | | |
| **Most learners will be able to:** | | | | |
| * Synthesize information from the reading passage for a discussion. | | | | |
| **Some learners will be able to:** | | | | |
| * Discuss and give their opinions about an alternative lifestyle using own words. | | | | |
| **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 ... | | |  | | | |
| 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** |
| 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 |