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| **Lesson: The Internet-wikis** | | **School: First Lycee** | | | | |
| **Date:** | | **Teacher name: Alla Gavrilova** | | | | |
| **Class: 8** | | **Number present: absent:** | | | | |
| **Learning objectives:** | | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.W6 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics  8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | | | | |
| **Lesson objectives:** | | **By the end of the lesson:**  **All learners will be able to:**  **-use** appropriate subject-specific vocabulary and syntax to talk about cybercrimes, viruses and the Internet safety  - plan and write a leaflet with little support  -assess the presentation of other students following certain criteria and support from their peers  **Most learners will be able to:**  **-** plan, write, proofread a leaflet to one of the topics with little support  -present the information to the class using subject-specific vocabulary with little support from the peers  --assess the presentation of other students  **Some learners will be to:**  **-**plan, write, edit and proofread a leaflet on a website without any support  -present the information to the class using subject-specific vocabulary without any support  -assess and analyze the presentation of other students | | | | |
| **Value links** | | Cross-cultural knowledge, sport, tolerance | | | | |
| **Cross curricular links** | | IT-Science | | | | |
| **ICT skills** | | By teacher only: computer, pictures, smartphones | | | | |
| **Previous learning:** | |  | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources /Materials** |
| The beginning of the lesson  Lead-in:  (5 min) | Greeting students and teacher  Division into groups: SS take a stripe of paper, divide into groups according to the colour of the stripe, then decode the message (language used by teens in social nets)  SS guess the topic, set objectives: to be able to talk about the Internet, problems caused by the Internet and possible solutions.  SS say what must be done to achieve the learning objectives | | | | Student’s Book  Workbook |
| Checking hometask:  (4 min) | T asks the SS what was the hometask, shows the page in Instagram (What was a hashtag?)  More able SS who were responsible for the analysis, present the results to the class. | | | | Computer, the Internet |
| Vocabulary consolidation  (5 min)  Brainstorming  (6 min)  Pre-speaking (7 min) | T asks the students what they need to talk about a certain topic. Then reminds them about the words they had to learn at home  SS use their smartphones and play kahoot, revising the words. Statistics show the rating of the correct answers. | | | | Smartphones, computer |
| T asks the SS to brainstorm the ideas about the problems caused by the Internet (SS use the vocabulary from the previous stage) and prepare the poster, explaining why they think so (less able SS use scaffolding –cards with phrases to express opinion) | | | | Posters, stripes of paper, glue stick |
| SS choose one problem randomly and prepare a leaflet to the problem described in the paper. SS work in a team deciding which S is responsible for each part of presentation. | | | | Posters, highlighters, pictures |
| Freer practice (speaking, presentation)+Peer Assessment | SS present their leaflets. Other teams assess the speakers according to the criteria. Then express their opinions. | | | | Handouts, textbooks |
| Feedback | SS fill in the assessment sheet rating the tasks from the most difficult to the least difficult | | | |  |
| Optional | SS make up a dialogue showing the problem connected with the Internet | | | |  |
| H/t | SS fill in the form, choosing the hometask on their own | | | |  |
| Feedback | Ss are shown a picture of three Matryoshka dolls arranged by the size. Ss are asked to put their notes on the picture, that corresponds to their opinion on the lesson  The big doll is - I know the material well and I liked.....  The smaller is - I need to work more on....  The smallest one is - I need to work harder | | | |  |
| 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? | Cross-curricular links/Health and safety check/ICT links/  Values links | |
| T shows model sentences before Ss complete the task.  For Ss who are struggling to find definitions T allows the use of dictionaries.  Weaker Ss are allowed to use keywords and notes while speaking.  More capable Ss provide help to the weaker one while working in pairs and checking for mistakes.  More able students are expected not to use notes while speaking.  T offers more able Ss to do additional tasks | | | T observes Ss work during the whole lesson and provides formative assessment.  Peer-assessment: Ss assess each other’s dialogues.  T asks concept-checking questions based on new language. | Monitor classroom space when students start moving around  Use water based markers | |

**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?**