Short term plan

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| **Long term plan unit:**  Communication and Technology | | | | **School:** | | | |
| **Date:** | | | | **Teacher’s name:** | | | |
| **Grade: 7th** | | | | **Number present:** | | **Absent:** | |
| **Theme of the lesson:** *Holding a debate about technology* | | | | | | | |
| **Learning objectives (s) that this lesson is contributing to** | | 7.4.2 understand specific information and detail in texts on a range of familiar general and curricular topics  7.3.7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.1.3 respect different points of view | | | | | |
| **Level of thinking skills** | | 1. Analysis.  2. Synthesis.  3. Assessment. | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  -demonstrate knowledge about information and details from texts about technology with support  -remember and use vocabulary and makes sentences to talk about technology with support  -accept different points of view on the topic technology  **Most learners will be able to:**  **-**analyze the text and answer the questions on the text  **Some learners will be able to:**  **-**analyze the content of the text and compare the houses of nowadays and future | | | | | |
| **Assessment criteria** | | * Use specific information and details from the text. * Speak fluently on the topic using vocabulary about Technology * Express his own point of view and discusses it with peers. | | | | | |
| **Value links** | | Economic growth based on industrialization and innovation | | | | | |
| **Cross curricular links** | | Physics, self-knowledge, History | | | | | |
| **ICT skills** | | Work with the SMART board | | | | | |
| **Previous learning** | | Social Network Profile | | | | | |
| **Plan** | | | | | | | |
| **Time** | **Planned activities** | | | | | | **Resources** |
| Beginning | The teacher greets students; students respond to greeting and take their places.  Lead-up:  Now we’ll watch some episodes of film. Answer the questions:  C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\22-ideas.jpg C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\1_52ee7e4d3cdae52ee7e4d3cde9.jpg  C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\images.jpg C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\Tablets-on-the-market1-470x260.jpg  1. What do you see on the video?  2. Do we use it in our everyday life?  3. Is it useful for people?  4. What are we going to talk about? | | | | | | Video material |
| Middle | (Students guessed about the theme)  As you guessed, today we’ll talk about technology and we’ll discuss the advantages and disadvantages of its usage  **Read the title and the first paragraph of the text. How do you think what is this text about. Give your ideas.**  **Task 1.**  **Read the text correctly and carry out the following tasks:**  **Less able learners :**  **Find out in the text and write down words and phrases about new technologies**.  **More able learners :**  **Answer the questions about the text.**  1. What type of new technology will help protect your house?  2 What role will the Internet play in smart houses  3. Would you like to live in such a home? Give reasons.  4 Do you think there are disadvantages to this technology?  **The most able learners:**  **Give the description of house in future. Explain the difference between the houses of nowadays and future.**  **Write down few sentences.**  **Smarter that the other houses.**  The next generation of fridges will use the Internet to make sure your food stays fresh and they’ll get in touch with the supermarket to order some more. The money will come straight out of your bank account and you’ll never run out of milk again.  Imagine you’re on the bus home after a hard day’s work and feel like a warm bath when you get back. All it takes in the house of the future is a quick text message to the heating system. The heating system warms the water and even runs the bath so that as soon as you walk through the front door, you can jump in and relax. And what about the doorknob? Scientists say that a doorknob with a computer could see someone walking up the path with bags of groceries and open the door for them. At the same time, it could lock all doors and contact the police in case of burglary. And the best thing about all this is that it will soon be part of our daily routine. Welcome to the future!  **Concept checking: What should you do?**  **Descriptors:**   1. Read the title and the first paragraph of the text correctly 2. Explain their ideas about the text. 3. Find out words with specific vocabulary. 4. 4.Answer the questions( with some support**)**   5. Give description of house in future. Explains the difference between house of nowadays and future.Write down few sentences.  **Regrouping**: Take pictures. From two groups.   1. Group 1.   &Pcy;&ocy;&khcy;&ocy;&zhcy;&iecy;&iecy; &icy;&zcy;&ocy;&bcy;&rcy;&acy;&zhcy;&iecy;&ncy;&icy;&iecy; &Kcy;&acy;&rcy;&tcy;&icy;&ncy;&kcy;&icy; &pcy;&ocy; &zcy;&acy;&pcy;&rcy;&ocy;&scy;&ucy; new technologies C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\technology1.jpg     1. Group two.   C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\face to face.jpg C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\send a letter.jpg &Kcy;&acy;&rcy;&tcy;&icy;&ncy;&kcy;&icy; &pcy;&ocy; &zcy;&acy;&pcy;&rcy;&ocy;&scy;&ucy; playing with friends  **Task 2.**  **Now look at the pictures and answer the questions.**   1. What do you see on these pictures? 2. What’s the difference in these pictures?   **Concept checking: What should you do?**  **Descriptor:**   1. **Answer the questions (with picture support)**   C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\chat on the skype.jpg C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\для зашиты\technology1.jpg  &Kcy;&acy;&rcy;&tcy;&icy;&ncy;&kcy;&icy; &pcy;&ocy; &zcy;&acy;&pcy;&rcy;&ocy;&scy;&ucy; face to face at the tea &Kcy;&acy;&rcy;&tcy;&icy;&ncy;&kcy;&icy; &pcy;&ocy; &zcy;&acy;&pcy;&rcy;&ocy;&scy;&ucy; face to face at the tea  **Team 1. Discuss in group. Why are new technologies helpful and useful for our life?**  **Concept checking: What should you do?**  **Descriptors:**  1. Discuss in groups the advantages of new technologies.  **Team 2. Discuss in group. Why are new technologies harmful for our life and people?**  **Descriptors:**  1. Discuss in groups the disadvantages of new technologies.  **One volunteer of each group represents the arguments for and against new technologies.**  **Descriptors:**   1. gives arguments for and against of usage of new technologies, discussed in the group using vocabulary of the theme.   **Assessment:**  **Team 1**-C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\англ яз1\mobile.jpg  **Team 2**-C:\Users\админ\Desktop\Рабочий стол\klassnie 4asi\для цпм\англ яз1\123.jpg  **Task 3. Make up a cluster about the advantages and disadvantages of new technologies.**  **Work in groups.**  **Team 1.**  Discuss in group and make a cluster about advantages of new technologies.  **Team 2.**  Discuss in group and make a cluster about disadvantages of new technologies.  **Two volunteers protect the clusters of the group.**  **Concept checking:** What should you do?  Descriptors:  **1. Draw a cluster with advantages and disadvantages on usage of new technologies.**  **More able learners make presentation of clusters.** | | | | | | Puzzles of cards  Text  Cards with tasks  Cards with pictures  Pictures  Paper, water based markers |
| End | **Reflection.**  **“Ladder of success”.** Learners should put himself/ herself on one of three steps they feel at the end of the lesson.  In order to motivate learners, after each answer of learners, the teacher should assess them in oral form (-Very well.-Nice of you!-Let’s try again!)  **Home task for the next lesson.**  Write an essay about advantages and disadvantages of new technologies.  **Saying goodbye**  **Dismissal** | | | | | | Water based markers |
| **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 ICT links** | | |
| **More support:**  Less able students – greater  support by means of prompts,  visuals or writing difficult words  on the cards.  More able students –  independent work on definite  tasks with little/no support. | | | Reflection is carried out with the help of strategy “Stairs of success”.  Learners are given sheets of paper with the picture of three steps. Each step is labeled:  1 low step-“I couldn’t do anything;  2 middle step-I had some problems;  3 I’ve done everything well. Learners should put himself / herself on the step they feel at the end of the lesson. | | * Work with the SMART board not more than 10 minutes * Monitor classroom space when students start moving around * Use water based markers | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did the 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? | | |  | | | | |
| **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? | | | | | | | |