Lesson plan

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| **Unit of a long term plan Communication and technology.** | | | | | **School:N2 named after Sh. Ualikhanov** | | |
| **Date:** | | | | | **Teacher name: Tankubaeva Abiba** | | |
| **CLASS: 7** | | | | | **Number present:** | | **absent:** |
| **Lesson title** | | | Young people and technology. | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics  7.C8 develop intercultural awareness through reading and discussion  7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics | | | | |
| **Level of thinking skills** | | | Comprehension, Application, Evaluation | | | | |
| **Lesson objectives** | | | To work on new words exercises  To do listening tasks on advertisement  To hold a discussion about early time without technology | | | | |
| **Assessment criteria** | | | They participated in discussion about early time without technology by connecting with present time  They perform listening activity after having understood the meaning of new words | | | | |
| **Differentiation** | | | All learners will be able to understand the meaning of new electronic devices | | | | |
| Some learners will be able to give an example of their grandparents’ life (what kind of technology they used) | | | | |
| Most learners will be able to use new words in their speech in discussion | | | | |
| **Values links** | | | To develop highly and competitive person. Interest to ICT  The strategy “MangilikYel” | | | | |
| **Cross-curricular links** | | | Physics, ICT | | | | |
| **Previous learning** | | | ***Unit Revision*** | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Start  5mins  10mins  5mins | **Organization moment.**  Checking for their attendance and home work  **Warm up activity.**  Show on PPT these statements   1. Go to the post office to get your letter and newspaper 2. Make fire to boil water to drink tea 3. Let’s go to the cinema to watch Indian film.   Then ask their attention to think which time these situations refer to. You may ask extra questions such as:  Did our grandparents experience this kind of life?  Do you think they were happy with it?  Would you prefer to live in this life too?  Then show different types of technology items on ppt and ask what they see and name all of them. Grab their attention by asking how these types of technology are connected with early time.  Teacher writes a lesson theme on the board or shows on next slide “Young people and technology” Students have to open and write today’s lesson theme. | | | | | | PPT  Copybook  Active board |
| 5mins  5mins  2mins    5mins  5mins | **Pre-teaching vocabulary**  Pair work. They list three electronic devices that they use most regularly. A and B students have 2 minutes to talk about their electronic devices when and how they use them.  Individual work. They label the photos with words from the list and answer which devices are not illustrated. Teacher help to sound each word correctly by making phonetic drill exercise.  **Post-learning vocabulary**  **Individual work.**  Complete the sentences with the words below.  Ebook reader/ hard disk recorder/ HD TV/ notebook/ satellite TV/ Smartphone   1. I can carry hundreds of books around with me on my …….. and I don’t need a bag! 2. We can record over 100 hours of television programmes on our …………. . 3. We’ve got ……….at home. There’s a choice of more than 100 channels! 4. My dad takes his ………. with him on the train so that he can work. 5. I can do anything on my …… - play music, record videos, send emails and make phone calls of course! 6. The picture on our new …….. is amazingly clear.  |  |  |  | | --- | --- | --- | | Descriptor | | | | 1 | Completed the sentences with new words in 2mins |  | | 2 | Participated in discussion actively |  |   Listening skill.  Pre-listening activity. Work on with phrases together and make sure they will not find difficult in comprehending while they are performing listening exercise.  Ex:5. Ask them guess which of the phrases might appear in adverts for devices a-e. Then check for their correctness and explain if they don’t understand what these phrases stand for.  Read the exam strategy. Which of the phrases below might appear in adverts for devices a-e?  Charge the battery / download a book/ find the way/ make a call/ pick up email/ play music/ record/ rewind/ pause a programme/ store photos/ surf the net/ watch films.   1. Tablet PC 2. Hard disk recorder 3. MP3 player 4. Ebook reder 5. Satnav   Exercise 6  2.27 Listen to four radio advertisements. Match each advertisement (1-4) with a device (a-e) from exercise 5. There is one device that you do not need.  1\_\_\_\_\_\_\_\_\_\_\_\_\_ 2\_\_\_\_\_\_\_\_\_\_\_\_ 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ask them to listen to four advertisement. Match each advertisement 1-4 with a device a-e from exercise 5. There is one device that they do not need  **Self –assessment**   |  |  | | --- | --- | | Descriptor | | | Achieved if I answered 3 questions out of 4 in listening exercise. |  | | Participated in discussion and new words practice exercise actively |  | | | | | | | Copybooks  Course book  Solutions. Elementary p.54 |
| End  3mins | **Concluding the lesson**  **Assessment**  Self and peer assessment chart  **Giving the hometask**Read the text “Electronic obsessions” on p. 56 from Solutions Sb Pre-interm | | | | | |  |
| **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** | |
| Less motivated learners will be able to understand the meaning of new electronic devices by listening recording and repeating after it. Pictures of them are displayed for better understanding  More able learners will be able to give an example of their grandparents’ life (what kind of technology they used). They are informed first used to and didn’t use to construction  Most able learners will be able to give instruction of use those devices to the class | | | | Peer and individual assessment were used using special assessment descriptor. | | They were reminded to be careful when they use electronic device. Short time discussion was held how about do’s and don’t actions when to use them | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *Did my planned differentiation work well?* | | Sun-the best star -good cloud-need work. | | | | | |
| Без названия (4)images (3)images (2) | | | | | |
| **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: | | | | | | | |