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| **Long term plan unit: Natural disasters**  Approved\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | **School: #60** | | |
| **Date: 5/03.2020** | | | **Teacher name: Utarshiyeva GS** | | |
| **Grade: 7** | | | **Number present:** | **Absent:** | |
| **Theme of the lesson: People who help us** | | | | | |
| **Learning objectives (s) that this lesson is contributing to** | | 7.C6 organize and present information clearly to others  7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics | | | |
| **Level of thinking skills** | | Application, Higher order thinking skills | | | |
| **Lesson objectives** | | * **All learners will be able to:**   Read and write the newspaper articles about natural disasters with support;   * **Most learners will be able to:**   Plan, write, edit and proofread the news articles with support.   * **Some learners will be able to:**   Аnalyze the elements of a newspaper article structure; | | | |
| **Assessment criteria** | | - Demonstrate an ability to organize and express clear information to peers  -Identify details of the article about Natural disaster  -Plan and write definition in the newspaper article structure | | | |
| **Value links** | | Labour and creativity, cooperation, lifelong learning | | | |
| **Cross curricular links** | | Kazakh language, Geography, Art | | | |
| |  |  | | --- | --- | | **Value links** | Respect other’s opinion, working in pair | | **Global Citizenship** | Developing intercultural awareness | | **Cross curricular links** | Biology | | **ICT skills** | Audio-visual skills | | **Intercultural awareness** | Accept diversity of other cultures | | **Kazakh culture** | The importance of sport in the modern Kazakhstan | | **Health and safety** | Everyday classroom precautions | | | | | | |
| **Plan** | | | | | |
| **Time** | **Planned activities** | | | | **Resources** |
| Beginning  Main part  End | **Org moment**  **a)Procedural questions**  **b) ) How are you? What date is it today? What is the weather like today?**  **c) Dear pupils, before we start the lesson, we'll have a little warm-up. The task is easy. You should repeat the actions and words after me. Ready? Try to repeat faster as you can. Are you ready for the English lesson?**  **Warm up. It`s time to think**  **It`s time to speak**  **It`s time to show**  **Ready steady go!**  **Brainstorming.**  At the last lesson we talked about the Great Fire in London and The Kebin earthquake in Almaty. So what caused the fire? Who helps us in a fire? Yes, they are firefighters. This is a very necessary and difficult profession. Therefore, in this lesson we will talk about the necessary professions that help us in our life. Let`s write the date and new theme.  **Task 1**  **Teacher tells pupils about the work of the technical personal, their hard work at the school.**  **There is one profession that seems unimportant, but it helps us a lot in our school. This is a technical personal. We know that if it is dirty around and there is a lot of garbage, it will be inconvenient for us to study here. They clean the classes, mop the floors, wipe the dust.** **Therefore we must respect their work, we must not throw garbage and keep the class clean.**  **T invites pupils to play the game. Game with the broom**  Ss revise the vocabulary for 2 min.  Pupils have to grab quickly a broom and say how these names are related to the disasters in the text. **With the help of an assisstant**  \*Tom Farriner\*Pudding Lane\*King Charles II\*Samuel Pepys\*Sir Christopher Wren\* Kebin\*Almaty\*Ascension Cathedral\* Panfilov  Attaching pictures on the students’ backs. Баян.Айым.Мархабат.Алтынай. Дильназ  **Task 2. Speaking**. Pictures are attached on the backs of students. Other students explain their responsibilities to them and the student must guess what profession is glued on his back.  **For example:** You stop crime and protect people.  Police officer, lollipop lady, firefighter, paramedic, traffic warden  Descriptors: 1. To match the responsibilities with professions  2. make a quick decision  3. make the right sentence  **Task 2. Vocabulary work.** Work with weak pupils. Pupils must find translations of new words and write them down.  Police force – полиция  Constable – констебль  Supervision- бақылау  Sergeant- сержант  Inspector-инспектор  Patrol- күзет  Base-негіз  Eyesight- көздің көру  Helmet- шлем  **Task 3. “Scrambled sentences”**  **(pupils must assemble parts of the text and collect the whole text.**  **Task 4. Prepositions. The rule of preposition. To use the video from Bilimland. 1.on 2.among 3.since 4.between 5.for 6.into 7.at 8.in**  **Pair work. To find prepositions from the text.**  **Task 2. The poem in 2 languages**  Все профессии нужны, Все профессии важны. Лечит врач больных людей, А ветеринар - зверей. Строит здания строитель, Чтобы было, где нам жить. Шьёт портниха нам одежду, Чтобы было что носить. А учитель в школу ходит, Чтобы деток нам учить. Повар варит, жарит, тушит, Чтоб людей всех накормить. Каждый делу верно служит, Чтоб было людям лучше жить.  All professions are needed  All professions are important.  A doctor treats sick people,  And the vet is an animal.  Building a builder,  To have where we live.  Sews a dressmaker to us clothes  To have something to wear.  And the teacher goes to school,  To teach us children.  Cook cooks, fries, stews,  To feed people all.  Each serves faithfully,  So that people have a better life.   |  | | --- | | **Home task:**  Write a newspaper article about one of the natural disasters which happened in Kazakhstan. Pay attention to the structure of an article.  **Assessment criteria:**   * The elements of the structure of a newspaper article; * 80-100 words; * 5-6 words specifically-related to the topic of your message;   Linking words to show the coherence and cohesion of the article |   **Reflection**  C:\Users\123\Downloads\reflection.jpg1.jpg   |  |  |  | | --- | --- | --- | | **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** | | **More support:**   * More support: * Create mixed ability groups for discussion the elements of a newspaper article structure and presenting it. Ensure they are not always in the role of timekeeper. | Teacher will conduct self assessment sheet with a ship in the middle. Learners should  paint the flag of ship into corresponding color.  If you liked the lesson and you | Learners work in pairs, apply skills and knowledge to a practical and cooperative task. Learners work in groups in the form of the cumulative discussion on the newspaper article structure. | | **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? | **Health and safety check ICT links**  Safety rules. Health saving  technologies. | | | **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: Writing drafts of newspaper articles, exchanging with the peers, peer – assessment of the drafts according to the assessment criteria.  2: Differentiation of the tasks in writing practice.  What two things would have improved the lesson (consider both teaching and learning)?  1: Paying attention to the psychological peculiarities of the learners.  2: Dividing students into groups with mixed abilities (more able and less able learners in one group).  What have I learned from the lesson about this class or individuals that will inform my next lesson?  I will try to give the roles to the learners according to their abilities not only in the knowledge of English, but also the roles in class. | | | | | | | Pictures  Slide 1  **Appendix 1**  **(**Natural Disasters article**)** |