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| **Short-term plan unit:**  Holidays and Travel (Content with language) | | | **School:** Birlik Basic School | | | | |
| **Date:** | | | **Teachers names:**  . Islam K.K. | | | | |
| **Grade: 7** | | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | | **7.C8** develop intercultural awareness through reading and discussion  **7.L8**understand supported narratives including some extended talk, on arrange of general and curricular topics  **7.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * present 1 sketch using simple vocabulary * explain the customs with peer support * answer to 3 sketch questions * remember at least 3 new words   **Most students will be able to:**   * present 1 sketch using previously- learnt vocabulary * explain the customs with some vocabulary support * answer to 4 sketch questions * remember at least 5 new words   **Some students will be able to:**   * present 1 sketch using varied vocabulary * explain the customs without support * answer to 5 sketch questions * remember more than 5 new words | | | | | |
| **Assessment criteria** | | A learner contributes to group work.  A learner presents ideas clearly and responds appropriately to others’ ideas  A learner demonstrates understanding of the topic and relates it to prior knowledge. | | | | | |
| **Value links** | | **Diversity**  Have awareness of similarities and differences between people  **Value and respect**  **for diversity**  valuing differences and equality  **Globalization and interdependence**  awareness of different places | | | | | |
| **Cross curricular links** | | ***Geography*** | | | | | |
| **ICT skills** | | Laptops, Virtual Reality Technology, Smart Board, Internet | | | | | |
| **Previous learning** | | Unexpected trip | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| **Beginning**  5min | **(W) Organisation moment:**  **(W)Introduction of Lesson theme**  Students are given a short quiz to understand whether they would be a responsible traveler . Before taking the quiz, students get acquainted with unknown words in the quiz. A teacher can give examples of sentences with new words and students deduce meaning from the context.  **Permission**- I asked for permission to record a video of the concert, but it was said that we were not allowed to do that.  **A way of living** – Ancient Kazakhs were nomads. It was their way of living.  **Locally produced goods** – when I was in Germany I bought locally produced chocolate because in my country it is more expensive.  **Endangered animals –** if we buy products of endangered animals, they will extinct forever  **To drop litter -** if everyone drops litter in the streets, our streets will be dirty.  **To disturb animals** – please, do not disturb monkeys, they can bite you! | | | | | Hand out “Quiz”  Excel for Kazakhstan grade 7.  Student’s book , page 40  PPT 3 | |
| **Middle**  5minutes  10 minutes  18 minutes | **Pre speaking (W)**  T introduces the information presented below:  **Cultural difference**  **Before you travel to a foreign country, it is a good idea to learn a few things about the customs and gestures of the people. These may be very different from yours and if you are not familiar with them, you might make a fool of yourself or even get into trouble!**  T asks the meaning of the words “customs, gesture, to be familiar, make a fool of oneself, get into trouble”, if they are not familiar with them, a teacher can ask to research these words.  **Speaking (P)**  Students are divided into groups of 3 or 4 and let discussion on following questions   1. Why is it important to be a responsible traveller?   Each student says it is important to be a responsible traveller and provide reasons   1. Can you think of a time when you did something inappropriate in a social situation and you were embarrassed? What happened?   T monitors them and makes notes  **(P) Role play: Reading + Speaking**  Students are divided into pairs; each pair is given a card. Their task is to model the situation, described on the card and present it to the whole class.  Other students should watch a sketch of the pair and guess what was inappropriate in the situation and why. Students who show a sketch should introduce new words with they will use in a play.  (3 minutes for pair preparation, and 3 minutes for each pair presentation and whole class discussion) Teacher monitors students’ work. | | | | | PPT 4  PPT 5  Hand out “Situational cards” | |
| End  3 minutes | **Plenary**  Distribute Hand out “Comprehension questions” to students where they need to reflect on sketches played on the lessons  Homework:  Tasks students to write a reflection on a cultural difference to identify how much learning and understanding about cultural differences occurred during the lesson. | | | | | Hand out “Comprehension questions” | |
| **Additionalinformation** | | | | | | | |
| **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** |
| * Students will work in pairs and support each other. * The students will be supported by the teacher during independent work. | | | | * The students will play a situation using new vocabulary * Ss learning assessed by comprehension questions | | | * ICT |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all 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? | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | |