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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
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| **Assessment criteria** | A learner contributes to group work.A learner presents ideas clearly and responds appropriately to others’ ideasA 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 40PPT 3 |
| **Middle**5minutes10 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 questions1. 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 4PPT 5Hand out “Situational cards” |
| End3 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 checkICT 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
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| **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.**  |