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| **Unit of a long term plan: *Communication and technology*** | **School №82** | | | | |
| **Date: 02.10.2018** | **Teacher name: Аbzalbekova A. K.** | | | | |
| **CLASS: 7th grade** | **Number present: 18** | | | | **absent: 0** |
| **Lesson title** | ***Social networking website*** | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | **S 7** use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;  **UE 17** use if / unless in first conditional clauses; use defining relative clauses with which , who , that , where on a wide range of familiar general and curricular topics;  **L 8** understand supported narratives on a wide range of general and curricular topics. | | | | |
| **Lesson objectives** | **All the students will be able to :**  use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; use if / unless in first conditional clauses ; use defining relative clauses with which, who, that, where on a wide range of familiar general and curricular topics; understand supported narratives on a wide range of general and curricular topics.  **Most of the students will be able to :**  Make short narration using subject-specific vocabulary with some support;  **Some of the students will be able to:**  Make short narration using subject-specific vocabulary without support. | | | | |
| **Level of thinking skills** | Knowledge  Understanding  Application | | | | |
| **Assessment criteria** | **Can make own sentences using subject- specific vocabulary;**  **Can use if/ unless in first conditional clauses and can use defining relative clauses;**  **Can understand supported narratives.** | | | | |
| **Values links** | Communicate with the world through media and be one of the greatest country with much developed technology. | | | | |
| **Cross-curricular links** | Computer science, math. | | | | |
| **Previous learning** | Social networking websites | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Resources** | |
| Start (5 mins) | Greetings: good afternoon, students! How are you today? I am glad to see you today.  Lead-in: Slide show about popular social websites: Facebook, Whatsapp, Youtube,Google, VK,Flicker.  Ask point of view of the students about the slide show. Let the students guess the theme of the lesson*.* | | | Interactive board | |
| Middle (30mins) | New words on the flash cards(teacher gives definitions to the new words.)  Network-[ˈnetwɜːk]  Website-[ˈwebsaɪt]  Download-[ˌdaʊnˈləʊd]  Make friends-[meɪkfrend]  Share the link-[ʃeə(r) ðəlɪŋk]  Send email-[sendˈiːmeɪl]  On line-[ ˈɒn.laɪn ]  Off line-[ˌɒfˈlaɪn]  Log out-[lɒɡaʊt]  Log on- [[lɒɡan ]  Choral drill, individual drill.  Task 1 .  1.Find the definition of the words looking at the slide shows.  2. Tell about any social websites using the new words.  3.Make a short narration about the website that you use.  *1*) -is defined as a group of two or more computer systems linked together  2) -a site (location) on the World Wide Web.  3) -To copy data (usually an entire file) from a main source to a peripheral device.  4) -is a reference to another document,  5) -The ability to send faxes through an email account  6) -Turned on and connected  7) -To make a computer system or network recognize you so that you can begin a computer session  8) -To end a session at the computer.  Descriptors:  Find the definitions;  Tell about any social websites using the new words;  Make a short narration about the website that you use.  Task 2. Match the sentences :  1.If I use facebook regulary a) unless you help me.  2.The will share my link b) **about which** I know nothing.  3.It will be more easy to keep in touch with your friends c) **which** I bought on the internet last week is broken  4.. I'll tell you d) I’ll make lot of friends.  5.I won't finish the work e) if there are any messages for you  6.We'll miss the bus f) unless he gets a job.  7. They won't get married g) unless we hurry.  8. My new camera  h)if you create a profile in any social website.  9. He works for a spy network, i). **with whom** I worked closely in the Eighties, discovered this particular orchid  10.An Austrian naturalist, j) if they like it  Descriptor: 1. Match the sentences  F:\ЦПМ\531632740.jpg  F:\ЦПМ\526244353.jpg  Listen to the tape script :  First listening: (Questions)  Second listening:  Task 3. Listen to the narration about these guys and  define who likes to spend time in which social website:  Descriptor: -define who likes to spend time in which social website:     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | *Facebook* | *Instagram* | *Whatsapp* | *Vk* | *Mail.ru* | | *Alex* | *+* |  |  | *+* |  | | *Anna* |  | *+* | *+* | *+* | *+* | | *Jane* | *+* | *+* | *+* |  |  | | *Julia* | *+* |  |  |  | *+* |   *F:\ЦПМ\503459032.jpg* | | | Interactive board  Interactive board  Cards  Cards  Hand outs | |
| End | *Feedback:*  *F:\ЦПМ\скачанные файлы.png*  Traffic lights *:*  **Red – doesn’t understand anything**  **Green- knows everything;**  Yellow – understands not all the information ; | | |  | |
| **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 able students I will support with giving definitions to some unfamiliar words;  More able learners I’ll support by gestures, mime;  Most learners I’ll support by reminding them the grammar rules. | | Concept checking  Traffic lights  Smiles |  | | |
| **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?  Did I stick to timings?  What changes did I make from my plan and why? | |  | | | |
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| **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 individuals that will inform my next lesson? | | | | | |