# Short term plan

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| **Term 1**  **Unit 3 "Entertainment and media"** | | **School:** | | |
| **Teacher’s name:** | |  | | |
| **Date:** | |  | | |
| **Grade: 7** | | **Number present:** | **Number absent:** | |
| **Theme of the lesson:** | | “Communication and Technology” | | |
| **Learning objectives(s) that this lesson is contributing to** | | 1. R1 understand the main points in the text on a topic “Communication and Technology”  2. W3 write with some support about personal feelings and opinions on a topic “Communication and Technology” | | |
| **Plan** | | | | |
| **Planned timings** | **Teacher’s activities** | **Pupil’s activities** | **Assessment** | **Resources** |
| **BEGINNING** | **Regrouping**: (there are 4 cards: signs of an Internet, face-to-face, letter, telephone) students choose one card and make 4 groups  **Pre-reading stage**  -Let's begin our lesson! Look at the screen.  -What do you see here?  -What do you think about the topic of our lesson?  - OK. You are right. Today we shall have a talk about different means of communication and find out what mean of communication do you prefer. | Greeting.  Student’s own answers |  | PPT, Posters |
| **MIDDLE** | **Presentation of the new vocabulary:Activity 1:** Brainstorm around the word “Communication and Technologies”.  **Task:** name all means of communication you know.  **Activity 2: Introducing the vocabulary.**  Tweet, text message, social media post, email, chatting, phone call, Skype, forum, blog post, status update, face-to face, virtual friends, digital generation, social network sites  **While – reading stage**   1. Read the text “How do you communicate”   **Activity 3:** Students answer the questions:   * What is the best way to make friends? * How many Facebook friends do UK teens have? * What are the social network sites? * Why do the psychologists worry about digital generation?   **Peer and group assessment.**  **-** Check the task with the peers of your group.  - Check the task with the whole class.  **Differentiation:**  ***Weaker learners*** can find the words are connected with the topic and make a diagram  ***More able learners*** – give the right answers  **Assessment criteria:** understand the topic and answer the questions  **Activity 4:** Match the words with the definitions  **Matching the words:**  1.a post about your current activity, thoughts or feeling (*status update)*  2. group of people who have grown up with digital technology *(digital generation)*  3. people you can see and speak to on a computer *(virtual friends)*  4. directly, meeting in the same place (*face-to face)*  5. a website that helps people communicate and share information (*social network sites)*  **Differentiation:**  ***Weaker learners*** can match the words with the pictures**.**  ***More able learners*** – match the words with the definitions  **Assessment criteria:** students recognize the words are connected with the topic  **Post-reading stage**  **Activity 5:** Write questions using the promts   * create/ a website * write /a blog post * send/ a tweet * upload/ a video to Youtube * post/photos to Facebook   *F.g: S1:- Have you created a website?*  *S2: - No, I haven’t.*  **Descriptor:**  - ask questions (you can use the questions from the reading task)  - guess the means of communication  **Differentiation:**  ***Weaker learners*** can ask questions from the text**.**  ***More able learners*** – ask their own questions.  **Assessment criteria:** Ask and answer questions  **Writing**  **Activity** **6**: Students write an essay about the topic:   * There are many means of communication….. * I prefer ………because…… * It helps me …… * But it has some disadvantages…… * So…   **Differentiation:**  **Weaker learners** can write according to plan  **More able learners** write an essay without support  **Assessment criteria:** Write a sequence of short sentences to give basic information | Ss read the text and answers the questions  Students match the words with the definitions  SS ask questions use the questions from the reading task  - guess the means of communication | ask other learners to peer correct errors  Formative Assessment (Peer / group assessment)  **Formative Assessment:**  Teacher hands out each learner worksheet with the definitions  Students match the words with the definitions  Allow learners time to check the answers which will be in the interactive board. | Brainstorming chart  PPT  Workbook  PPT  Worksheet |
| **ENDING** | **Feedback**  **Differentiation:**  **Weaker learners**  make a*Cinquain*   1. a noun 2. two adjectives 3. two verbs 4. one advantage   **More able learners** make a poster “Advantages and disadvantages of means of communication in 21st century”  - Learners give feedback to each other on the lesson. (Each group evaluates another)  - Teacher’s feedback  Teacher asks learners to assess themselves by  “+” , “-”, “?” | **Reflection.** Learners make reflection on the lesson with the help of sheets of paper.   |  |  |  |  | | --- | --- | --- | --- | | Aims of the lesson | I know (+) | I don’t know (-) | I want to know (?) | |  |  |  |  | |  | Worksheet  Sheets of paper. |