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Предмет: Английский язык

Класс: 7 класс

Раздел: Space and Earth

Тема: Looking at Science Fiction.

Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics
Lesson objectives	The students will be able to identify some specific details and some main ideas in listening and to use some target language appropriately in speaking and writing tasks with support.

Ход урока

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Start (1-6 min)	CLASS ROUTINE (W) Teacher greets pupils. STARTER (W) “Fortune teller” Teacher asks students to make a circle and tell the prediction to their classmates. Students make sentences to predict the future using the support I think you will... I think you won’t... Interaction pattern: S-Ss Descriptor A learner makes a sentence using Future Simple with little support. Differentiation by scaffolding (less able students make sentences with support, more able without support) (f) Assessment: teacher’s oral feedback (“try once again”, “well done”, “great”) INTRODUCTION Teacher asks student to listen to the piece of “Imperial march” by John Williams and guess the theme of the lesson answering the teachers questions: 1. Do you know the name of the film? 2. Where is the action of the film take place? 3. What is the genre of the film? Learners will be able to name the topic “Space. Looking at Science Fiction.” “Choose me” After finishing the previous activities, teacher asks learners what they think the objectives of the lesson is. Students has pictures and words connecting with the theme of the lesson and others they have to choose the words and pictures connecting with unit and guess the objectives about planets, Identifies lessons and learning objectives with students. Explains students that they will get to know and be able to do by the end of the lesson. Identifies lessons and learning objectives with students. Explains students that they will get to know and be able to do by the end of the lesson. • Teacher introduces the lesson objectives. Interaction pattern: T-Ss	Appendix 1 PPP slide 1 -4

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Middle (7-35 min)	DEVELOPMENT (P, W) “Planets and Stars” Teacher divides the students into pairs (with red and blue pens), student “Red pen” is “Planet” and student “Blue pen” is “Star”. Student “A” starts by choosing a word on the grid and makes a sentence with it, if the sentence is correct, the student puts (O) in the square. Student “B” does the same, if correct puts (X). The winner is the student, who marks 3 boxes in a row. human gas space Mercury attention journey Mars dream Venus 1. Neil Armstrong was the first ...to walk on the moon. (human) 2. Temperatures on ... are over 400°. (Venus) 3. The ... for many people is to send humans to Mars. (dream) 4. Yuri Gagarin became the first person in... (space) 5. ...has a solid rocky surface. (Mars) 6. Jupiter and Saturn are big balls of ...(gas) 7. The ... to Mars will take months. (journey) 8. We are turning our... to Mars as the next step on our journey of exploration. (attention) 9. ...is the closest planet to the Sun (Mercury) Then read the text “Mission to Mars” at p.46, check your answers and fill in the other sentences. (strategy is good for checking vocabulary in a meaningful sentences from and preparing for reading the text) Interaction pattern: S-S Descriptors A learner - uses 9 words of the topical vocabulary for making sentences; - pronounces them correctly; - makes correct sentences. Differentiation by scaffolding (less able students may use first language) (P) (f) Assessment: a Peer - assessment technique “Feedback sandwich” Teacher asks learners to give feedback “sandwich” how confident their partner about the vocabulary on the topic “Solar system”. Learners give contextual statement about their partner’s work. I liked____’s answer because____. Now\Next time s\he_____. Reading (P) Students read the text one more time and on the laptops doing ex.3, p.47. They have to choose the right answer. Differentiation by scaffolding (less able students may use first language) (f) Assessment: a self - assessment technique “Thumb” Teacher asks learners to show how confident they are about the vocabulary on the topic “Solar system”. Learners choose one of three hand gesture and show it to teacher: ☑ Thumbs up = I get it ☐ Thumbs half way = sort of ☒ Thumbs down = I don’t get it (W , P) Physical break (a stirring activity) Learners get in pairs and play a game “Zip, zap, zop” ZIP ZAP BOING The rules of this game have many variations. The most basic form of the game involves a circle of people sending a "clap" or "ball of energy" to each other in turn, saying the word "zip" each time... this passes the clap in that direction... Other moves such as "Boing" - bounce the clap back or "zap" send the clap in different directions across the circle... Teacher divides learners into two groups with the help of random grouping (stars 1 group, planets 2 group) (G) Post-reading activity Articulate then Answer Teacher gives students the opportunity to articulate their thinking before answering the chosen question: 1. How are these names: Stars: Yuri Gagarin (was the first man in space, he was a Russian pilot) Vostok 1 (was a spacecraft) Baikonur Cosmodrome (is in Kazakhstan, it is the place there the Russians launch rockets into space.) Planets: Neil Armstrong was the first man to the Moon, he was American) Opportunity and Curiosity (are American Mars rovers, they are robots with wheels that drive around Mars) NASA(is an American organization in charge of the US space programme) related to space exploration? Teacher gives 30 seconds silent thinking before any answers then students “Brainstorm” in groups first for 1 minute and write some thoughts down before answering, discuss with their group first. Make posters Learners present their answers to class for peer assessment Descriptors Learner - applies the grammar forms (1 grammar mistake is possible); - uses 2 – 3 items of the topical vocabulary;	PPP slide 5-12 Appendix 2 -3 cards with vocabulary for less – able learners

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Plenary\ Reflection (36-40 min)	(W)(I) Planets (planets with ex, students post smiles for each exercise) The Ladder of success. Post –It Excellent Good Not bad At the end of the lesson teacher uses “post-it” notes to evaluate learning, students individually reflect on: • What have I learnt? • What have I found easy? • What have I found difficult? • What do I want to know now? Teacher asks: What was interesting? What exercise do like the best today? What exercise was the most difficult? CLASS ROUTINE - Teacher explains the home task Learners are to write 4-5 sentences about their holidays on Mars and draw a picture of it. Learners and teacher say good bye to each other.	PPP13 Post-it notes