**Short-Term Lesson Plan**

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| **Unit:** Daily Life and Shopping. |
| **Teacher’s name**: Strygina Yelena Sergeevna |
| **Date:**  |
| **Grade:** 8 | **Number present:** | **Number absent:** |
| **Theme:** Work with the text (PISA competencies) |
| **Learning objectives that this lesson is contributing to:** | 8.2.7.1 begin to recognize typical features at word, sentence and text level of a growing range of spoken genres8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics |
| **Lesson objectives:** | * improve reading skills
* recognize the information
* isolate the information
* apply the information
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| **Lesson Procedure** |
| **Lesson Stage/****Time** | **Teacher’s Actions** | **Students’ Actions** | **Assessment** | **Resources** |
| Beginning (7 min) 2 min5 min | **Greetings**The teacher greets students. **Setting the goals**The teacher asks students about the necessity of functional reading.  | Students greet the teacher and each other.Students tell about the necessity of functional reading and thereby identify the goals of the lesson. | Brainstorm Assessment  | PPP, slide 2 |
| Middle (33 min)3 min10 min10 min10 min | **Functional Reading***Pre-tasks*Task 1 * The teacher asks students to look at the photos and say what they think the text is about.
* ability to predict the theme of the text via visual aids

Task 2* The teacher asks students to read the paragraphs one by one and fill in the fact-file.
* ability to summarise the main idea of each paragraph

*Main Task*Task 3* The teacher asks students to match sentences with gaps in the text. Then the teacher asks students to swap their hand-outs and check each other via the criteria displayed on the screen.

*Differentiation:* the teacher asks strong students to explain the causality.* work with causality in the text

*Post-task* Task 4* The teacher asks students to determine which of the statements are true and which are false.

*Cooperative Differentiation:* the teacher asks strong students to help weak ones to correct false sentences. * generalization of information
 | Students look at the photos and say what they think the text is about. Students read the paragraphs one by one and fill in the fact-file.Students match sentences with gaps in the text. Then they swap their hand-outs and check each other via the criteria displayed on the screen. Strong students explain the causality.Students determine which of the statements are true and which are false.  | Frontal-Individual Assessment: Voting CardsFontal AssessmentPeer-AssessmentFrontal-Individual Assessment: Voting Cards  | Solutions, SB, p.24-25, ex.1(PPP, slides 3)Solutions, SB, p.24-25, hand-out #1(PPP, slides 4)Solutions, SB, p.24-25, ex.4(PPP, slides 5-6)Solutions, SB, p.24-25, ex.6(PPP, slides 7) |
| End (10 min) | **Feedback**The teacher offers students the feedback questions for discussion: *1. I have learnt how to …**2. The most interesting task was …**3. The most difficult task was …*  **Reflection**The teacher asks students to clap one by one: 1 clap – I’ve understood the theme; 2 claps – I need additional consultation on the theme.The teacher makes a list of students who need additional consultation on the themes.**Home Task:** Solutions, WB: 2F | Students discuss the questions.Students clap once if they have understood the theme and twice if they have any questions on it.  | “Claps” |  |