**Short-term plan**

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| **Term 4. Travel and Tourism** | | | **School:** Kokshetau school-gymnasium # 1 | | |
| **Date** | Teacher’s name: Yelena Ivanovna Glukhareva | | | | |
| **CLASS 9** | **Number present:** | | **absent:** | | |
| **Topic of the extra-curricular class** **“Travelling… What for?”** | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | 9.1.4.1 evaluate and respond constructively to feedback from others;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.1.7.1 develop and sustain a consistent argument when speaking or writing | | | | |
| **Lesson objectives** | Learners will be able to:   * Interview classmates and make a mini-survey * Participate and take part in an activity “In what way do you mostly want to travel?” * Use specific vocabulary and grammar to complete exercises the topic “Travel and Tourism” * Make up a group mini-project | | | | |
| **Value links** | Fluent communication in English: sharing and defining ideas through conversation-based practices on present topic. Ability to effectively work in teams and individually | | | | |
| **Cross curricular links** | Psychology, Linguistics | | | | |
| **ICT skills** | Active Board, Power Point Presentation, handouts | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Teacher’s activities** | | | | **Resources** |
| **Beginning**  1-2 min  2 min | **Warm- up:**  For dividing into groups find the words according to the topic.  car the Sahara Desert athlete bus the North Sea tram Great Britain table tennis lorry the Pacific Ocean weight lifting running bicycle skateboarding  1 *Means of transportation*  car lorry bus bicycle tram  2 *Geographical names*  The Sahara The north Sea the Pacific Ocean  Great Britain  3 *Sport*  athlete parachuting weight lifting table tennis running  Teacher introduces learning / lesson objectives.  **Discussion**  Students interview classmates and make a mini-survey:  -Have you ever travelled to other cities and towns?  -Does travelling help us to be open to experiencing new things?  -Have you ever travelled to other countries??  -Do you like travelling?  -Have you ever travelled alone?  -Do you believe that ‘there is no place like home’?  -Would you like to go to Britain?   1. **My idea of travelling**   Going abroad: pros and cons. Discuss and express you group opinion.  It’s wonderful to discover new places.  Travel is a part of people’s education.  Travel teaches people about art and culture.  You can also improve your knowledge of foreign languages.  Tourism is the basis of the biggest business in the world. | | | | Handout 1  for three groups  PPT slide 1  PPT slide 2-4  Handout 2  Handout 3 |
|  | 1. **Name the cities**   The passenger plane touched down at seven cities in the UK. See if you can find the names of those cities by putting together the jumbled word pieces correctly in pairs.  Key DON BEL CHESTER CAM TOL LIVER BRIS FAST POOL BRIDGE CASTLE MAN NEW LON   1. **In what way do you mostly want to travel?**   **Dreams come true**  1 20000 people were asked in what way they most wanted to travel.  What are your top five? Number them 1-5.  Which ones don’t interest you at all? Put an **X.**  see the Northern Lights  swim with dolphins  walk the Great Wall of China  dive with sharks  visit London  visit Machu Picchu  You can read the actual results of the poll.  1 swim with dolphins  2 dive with sharks  3 see the Northern Lights  4 visit Machu Picchu  5 walk the Great Wall of China  Does anything surprise you?   1. **What is the best way to see the UK?**   The London Underground is the oldest and the busiest in the world. It was cxonstructed in 1860.  If you are waiting at a bus stop with the sign “Request Stop”, it means that the bus will only stop if you stick your arm out to signal the driver.  Would you like to travel to Britain by air?  The main passenger ports and airports are situated in the southeast.  Heathrow Airport is the biggest airport in the UK and the world’s busiest airport.Gatwick is the second major airport to the south of London. Heathrow has 28 million passengers per year and Gatwick has about 10 million.   1. **Name sights of The United Kingdom** 2. **Word search “London”** 3. **Round the world jigsaw.**   Work in groups. Match the puzzle pieces to make sentences. Use the pictures to hepl you.   1. **Speaking** “Travelling… What for?”   Students need to make up a group mini-project.  **Mini-Project Time What do you know about “Travelling”?** | | | | PPT slide 6  ***Key***  *Cities:* London,  Belfast,  Manchester,  Cambridge,  Bristol,  Newcastle,  Liverpool.  New Headway the 3rd edition upper intermediate p.22  Handout 3  PPT slide 7  Handout 4  PPT slide 8  https://insertmedia.  bing.office.net/im  PPT slide 9-10  Handout 5  PPT slide 11  Handout word search  Handout puzzles  PPT  slides 12-13 |
| **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 students’ learning?** | | **Cross-curricular links** **Health and safety check** **ICT links** **Values links** | |
| Challenge and support for different learners are built in through teacher monitoring, interaction and the format of the tasks and the lesson.  **Teacher monitoring:** the teacher can help learners with content and language if need be, and challenge learners through language, and the use of learning skills throughout the lesson as necessary.  **Interaction:** Group work allows both stronger and weaker learners to make contributions at their own language level. It also gives weaker learners the chance to prepare answers which address the task directly and which are linguistically correct.  **Task format:** Learners can contribute at their own language level for this activity, as it is relatively open-ended. | | Opportunities for formative assessment are embedded in this lesson. Learners and teacher gain feedback on learners’ abilities to plan, organise, cooperate, respect different opinions and solve problems as they work in groups. The designing and solving of definitions provides evidence of learners’ understanding of content and their ability to use language to explain it. | | Learners work in groups, apply skills and knowledge to a practical and cooperative task, and produce their own materials. All of these lesson features reflect NIS values as suggested in the NIS Trilingual Implementation Strategy, and correlate with the aims of critical and creative thinking, and effective communicationset out in the Subject Programme for G9 English. | |