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| **Long-term plan unit:**  | **School: NIS Petropavlovsk** |
| **Date:**  | **Teacher name: Yelena Kiiko** |
| **Theme:** Writing skills: Describing a picture  |
| **Grade: 10**  | **Number present:**  | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | **10.C1** use speaking and listening skills to solve problems creatively andcooperatively in groups**10.L7** recognise typical features at word, sentence and text level of a range of spoken genres**10.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**10.R2** understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics**10.W1**  plan, write, edit and proofread work at text level independently on a range of general and curricular topics  |
| **Lesson objectives** | **All learners will be able to:*** Understand how to use the prepositions of place
* Choose the headings for the given article
* Write simple sentences about the picture using 2-3 useful phrases
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| **Most learners will be able to:*** Use the prepositions of place while describing the picture
* Choose the heading for the given article and explain their choice
* Write a paragraph about the picture using 4-5 useful phrases

**Some learners will be able to:*** Give a correct heading to the given article and explain their choice
* How to write an article about their favorite picture using the prepositions of place and 5-6 useful phrases
* Give reasonable feedback to the others
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| **Success criteria** | Success criteria:* Explain and justify their ideas
* Participate actively in pair/group work
* Use prepositions of place and useful phrases for describing a picture
* Understand how to write an article about their favorite picture
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| **Value links** | * ***Creativity***
* ***Respect to peers***
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| **Cross curricular links** | * Art
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| **Values instilled at the lesson (including Global citizenship key elements (GC)** | GC Skills: respect different points of view GC Values and attitudes: the knowledge of interdependence and interrelations between people *Values are installed by working in pairs and individually* |
| **ICT skills** | Smart Board, laptops |
| **Previous learning** | Inspiration and Creation |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning 3 min5 min10 min5 min10 min7 min10 min10 min16 min | **The 1st lesson**SS get acquainted with learning objectives and success criteria **Warming up*** SS listen to two people describing the pictures and tick the phrases from the list which were used by the speakers. Then, SS draw pictures and compare their pictures with the partner and real pictures.
* *Extra activity*: SS are shown the other 4 pictures and in pairs SS try to describe them to each other using the expressions from the list.

**Practice in use of prepositions of place****Activity: *“Draw a picture”***SS are divided into two teams. T dictates the position of objects of different shape in a big square and SS draw individually. Then, SS compare their pictures in groups and choose the best one as they think. One representative from each group goes to the board and draws his picture. T shows the original picture. The team which is more accurate with the drawing wins the game. Description: *There are two clouds in the top right-hand corner. Five birds are flying in the top left-hand corner. There are tree white-capped mountains at the top in the distance. In the middle of the picture there is a lake with a little duck in it. There is a tree in the bottom right-hand corner. In the bottom left-hand corner there is some grass. There is some more grass in the foreground in the bottom of the picture.** Open class discussion: What difficulties did SS face while doing the task? (prepositions of place)
* SS are shown the poster with the prepositions of place (tips) to self-learn. SS in pairs practice to use the prepositions: one S names the place on the sheet of paper, another S shows the position.

 * SS are shown the picture of one of the greatest artist. S give any suggestions how to describe such kind of pictures.
* SS **watch a video** about the stages of describing a picture. SS should write down all the stages.
* SS are given the handouts with the information about the stages and compare their answers about the video***. (self-assessment)***
* SS study the useful vocabulary in pairs ***(self-learning)***. Higher-ability SS help to lower-ability SS. T monitors and clarifies the meaning of the phrases if necessary.

**The 2nd lesson****Analyzing the article (Writing folder 12 p 156, Objectives FC)*** SS read the task about the article: International Arts monthly and study the sample of the possible answer. P 156
* SS should find the information about the cook and her life. (open class discussion)
* SS find out the best title for the article and proof their choice.
1. *Everyday life in the seventeenth century.*
2. *A painting is as good as a photograph.*
3. *Bringing the past to life.*
* Ex 2 p157 Objective FC. SS look again at the painting of the cook and complete the short paragraph which describes the room she is in. SS should join the words together keeping them in the same order. SS may add some words. (Individual)

Open class feedback.* SS are sown two pictures. SS may choose one and write a description of it using the tips and useful vocabulary.

Success criteria:* Write about 100-120 words
* Follow the steps while writing
* Use no less than 5-6 useful phrases
* Use correct grammar structure
 | PPT “Unit 10.3C: Creative People (Language with content)Writing skills: describing a picture”Laser B1 SB p 20PPT“Unit 10.3C: Creative People (Language with content)Writing skills: describing a picture”PPT “Unit 10.3C: Creative People (Language with content)Writing skills: describing a picture”PPT “Unit 10.3C: Creative People (Language with content)Writing skills: describing a picture”<https://www.youtube.com/watch?v=XQ9Mb2i5G7A> Handouts“stages of describing a picture”Writing folder 12 p 156, Objectives FCObjectives FC, SB p 156-157 |
| End4 minHomework | **Reflection**What information was new for you?Are you pleased with you work?How can you improve it?Finish description of the pictures.NB! As an option, SS may choose the pictures for description themselves. | PPT “Unit 10.3C: Creative People (Language with content) Writing skills: describing a picture” |
| **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 checkICT links** |
| * Students will work in pairs/groups differentiated pairs/groups and support each other when doing self-learning of prepositions of places and useful phrases.
* Higher-able students are asked open-ended questions of how to describe a picture
* The lower-able students will be supported by the teachers during independent work and when working in small groups.
* The lower-able students will be allowed to use dictionaries when they do self-study.
 | * Students will have informal formative assessment on writing and reading
* Teacher monitors the students’ answers and give feedback.
* The students give feedback to each other.
* The students assess their own progress when doing self-stady.
 | * Teacher monitors the process

If necessary tells students safety rules  |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** |
| **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 achievements/difficulties of individuals that will inform my next lesson?** |

The Head of English Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zikirina S.S.