

## БӨЛІМ: АҒЫЛШЫН ТІЛІ

## Helping with problems

ЖАРИЯЛАНДЫ  
13.11.2021

СІЛТЕМЕ  
<https://bilimger.kz/110006/>

Бекітілді: \_\_\_\_\_ директордың ОІЖ орынбасары

## Short term lesson plan 73

<b>Unit 8 Natural disasters</b>		<b>School:</b> Inderbor secondary school named after Sh.Ualikhanov	
<b>Date:</b> 05.03.2020		<b>Teacher's name:</b> Bigalleva B.K.	
<b>Grade:</b> 7		<b>Number present:</b>	<b>Number absent:</b>
<b>Lesson title:</b>		Helping with problems	
<b>Learning objectives(s)</b>	<p>7. C2 use speaking and listening skills to provide sensitive feedback to peers</p> <p>7. L4 understand with limited support the main points of extended talk on a range of general and curricular topics</p> <p>7. L5 understand most specific information and detail of supported, extended talk on a range of general and curricular topics</p> <p>7. S5 keep interaction going in longer exchanges on a range of general and curricular topics</p>		
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the theme, new words and use them as the basis for discussion.</li> </ul> <p><b>Most learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Select, compile, and synthesize information for an oral presentation</li> <li>Provide a point of view in conversations and discussions;</li> </ul> <p><b>Some learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.</li> <li>Identify all of the main ideas and specific information correctly in text and use a range of target vocabulary correctly in response to prompts</li> </ul>		
<b>Target language</b>	A cut, a burn, a break, a bruise, a bite, a sprain, an injury		
<b>Value links</b>	Transparency, cooperation, academic honesty		
<b>Previous learning</b>	Present Perfect		
<b>Use of ICT</b>	Projector or Smart board for showing a presentation		
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>	
<b>Start</b>	<p><b>Organization moment.</b></p> <p><b>Greeting</b></p> <p>Good afternoon, boys and girls! How are you?</p> <p><b>Talking about the weather</b></p> <p>What is the weather like today?</p> <p>.....</p> <p><b>Checking up home task.</b></p> <p><b>Brainstorming.</b></p> <p>Teacher asks learners to look at the screen and answer the questions:</p> <ol style="list-style-type: none"> <li>What can you see on the screen?</li> <li>What have you noticed?</li> <li>Do you know the names of these injuries?</li> </ol> <p>Teacher introduces the theme and objectives of the lesson.</p>		PPT slide
7 min.			
3 min.			

3 min. **The main part of the lesson**  
**Pre — LISTENING TASK: (Individual work)**  
**Ex 1, p 112. Learners look at the pictures and guess what has happened.**  
 Students' own answers.

Assessment criteria	Descriptor: A learner
Identify the specific information	<ul style="list-style-type: none"> <li>looks at the picture;</li> <li>answers the question.</li> </ul>

**Formative assessment: teacher's comment.**

5 min. **LISTENING TASK:**  
**Ex 1, p 112. Learners listen to the dialogue, check their answers.**  
**Answer:** Leah has cut her arm.

Assessment criteria	Descriptor: A learner
Identify the specific information	<ul style="list-style-type: none"> <li>listens to the dialogue;</li> <li>checks the answer.</li> </ul>

**Formative assessment: teacher's comment.**

5 min. **Learners practice the dialogue with a partner.**  
**Teacher:** Leah, what's wrong? Are you OK?  
**Leah:** I've hurt my arm.  
**Teacher:** Have you broken it?  
**Leah:** No, I've cut it.  
**Teacher:** How did that happen?  
**Leah:** It was an accident. I fell while I was running to the basketball game.  
**Teacher:** Oh, right. Have you cleaned it?  
**Leah:** Yes, I have, but it hurts.  
**Teacher:** Do you need help?  
**Leah:** No, I think I'll be OK.  
**Teacher:** Mmm. Maybe you need to see a nurse.

2 min.

Assessment criteria	Descriptor: A learner
Identify the specific information	<ul style="list-style-type: none"> <li>reads the dialogue.</li> </ul>

**Ex 2, p 112. Learners match key phrases 1-4 with a-d.**

1. What's wrong?	A. rest your leg.
2. Are you OK?	B. I think I've sprained my ankle.
3. How did that happen?	C. I was playing football in the gym.
4. Maybe you need to .....	D. Yes, I think so.

2 min.

**Answers:** 1 B - 2 D — 3 C - 4 A

Assessment criteria	Descriptor
Identify the specific information.	A learner : <ul style="list-style-type: none"> <li>matches key phrases.</li> </ul>

**Formative Assessment: peer assessment**

3 min. **Eliciting vocabulary:**  
 Teacher elicits vocabulary using the pictures.

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**Ex 3, p 112. Learners match the photos 1-8 with the words in the box.**

- Answers:**
- shoulder
  - wrist
  - ankle
  - elbow
  - neck
  - toe
  - finger
  - knee

5 min.

Assessment criteria	Descriptor: A learner
Identify the specific information	<ul style="list-style-type: none"> <li>matches the words with the pictures.</li> </ul>

**Formative assessment: self assessment.**

Learners match the health problems with first medical aids.

Health problems	First aids
1. I've cut my finger.	A. You should hold it under cool water and cover it.
2. I've burnt my wrist.	B. You shouldn't move your broken bone. You should do X-ray.
3. Mosquitoes have bitten my neck.	C. You should wash it; stop bleeding and put plaster on it.
4. I've broken my toe.	D. You should put an ice pack on it and then keep it at rest.
5. I've sprained my ankle.	E. You should wash it with cool water and use insect repellent.
6. I've bruised my knee.	F. You should stop moving it and put an ice pack on it.

**Answers:**  
**1C-2A-3E-4B-5D-6F**

Assessment criteria	Descriptor: A learner	
Identify the specific information	<ul style="list-style-type: none"> <li>matches health problems with first aids.</li> </ul>	Student book p. 112
<b>Formative assessment: peer assessment</b>		
<b>CD 3.14</b>		
		Student book p. 112
		Student book p. 112
		PPT
		PPT Student's book p. 112
		<b>Worksheets</b>

<p><b>End of the lesson</b> 5 minutes</p>	<p><b>Conclusion:</b> Teacher asks the question about the lesson to conclude it.</p> <p><b>Giving the home task.</b> SB ex 5, p 112.</p> <p><b>FEEDBACK</b></p> <p><b>My feelings after the lesson</b></p> <table border="1" data-bbox="300 297 1212 409"> <tr> <td data-bbox="300 297 726 409"> <p><b>I feel happy because...</b></p> <ul style="list-style-type: none"> <li>ü I did all the tasks</li> <li>ü I knew the answers</li> <li>ü I learnt interesting things</li> <li>ü I was active</li> <li>ü I helped my friends</li> </ul> </td> <td data-bbox="734 297 1212 409"> <p><b>I feel sad because...</b></p> <ul style="list-style-type: none"> <li>ü I didn't answer all the questions</li> <li>ü I wasn't active</li> <li>ü I forgot many things</li> <li>ü I didn't work hard</li> </ul> </td> </tr> </table>	<p><b>I feel happy because...</b></p> <ul style="list-style-type: none"> <li>ü I did all the tasks</li> <li>ü I knew the answers</li> <li>ü I learnt interesting things</li> <li>ü I was active</li> <li>ü I helped my friends</li> </ul>	<p><b>I feel sad because...</b></p> <ul style="list-style-type: none"> <li>ü I didn't answer all the questions</li> <li>ü I wasn't active</li> <li>ü I forgot many things</li> <li>ü I didn't work hard</li> </ul>	<p>PPT</p>
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<p><b>Additional information</b></p>				
<p><b>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment - how are you planning to check learners' learning?</b></p>	<p><b>Health and safety check</b></p>		
<p>Differentiation can be achieved through <b>content</b> (Based on the theory of <b>Multiple Intelligences</b> different tasks are used with the same text).</p> <p><b>By support:</b> <i>Less able learners</i> will be supported through step-by-step instructions, glossaries, thinking time.</p> <p><b>By task:</b> For <i>more able learners</i> additional leveled tasks are offered.</p>	<p><b>Assessment criteria:</b></p> <ul style="list-style-type: none"> <li>· Read the given text and identify the general information.</li> <li>· Demonstrate skills of organizing and expressing ideas accurately.</li> <li>· Illustrate a viewpoint in a discussion.</li> </ul> <p><b>Descriptors:</b></p> <p>A learner</p> <ul style="list-style-type: none"> <li>· reads the text for global understanding;</li> <li>· uses correct sentences and pictures.</li> <li>· presents information in the group discussion.</li> </ul>	<p>Health saving technologies.</p>		

**ҚМ АА** Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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