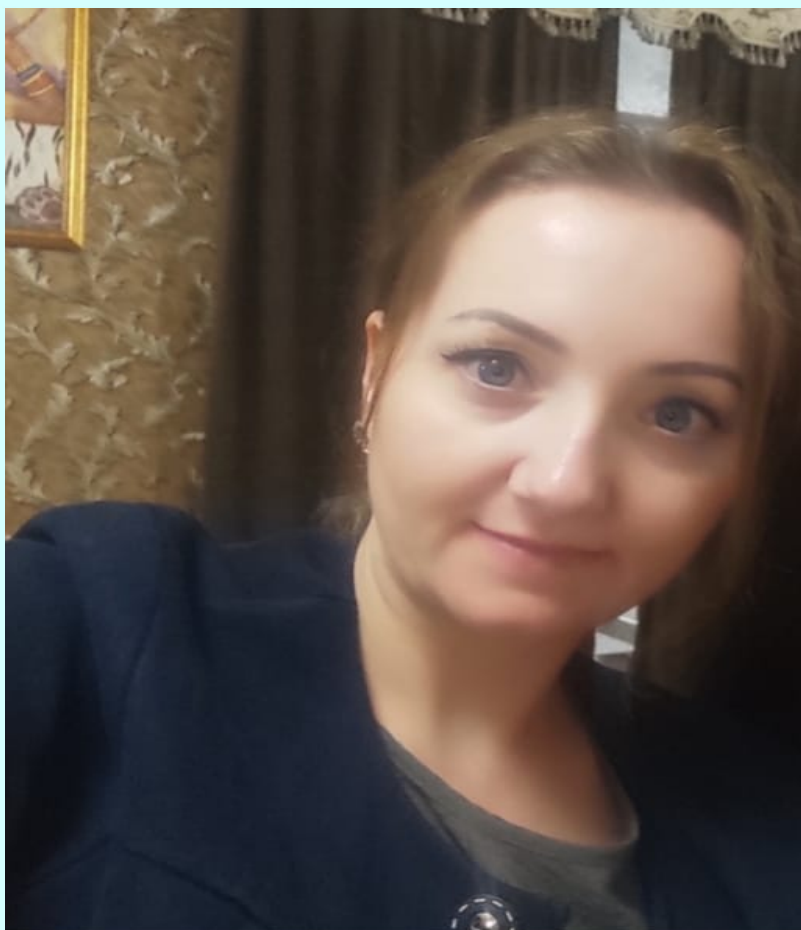


РЕСПУБЛИКАЛЫҚ ЖУРНАЛ

БІЛІМ ЖОЛЫ НҰРЛЫ ЖОЛ



Білім беретін, ғылыми, танымдық, жарнамалық басылым



U00038

28.12.2023 ж

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**КАСЫМБЕКОВА
АЛЕКСАНДРА
НИКОЛАЕВНА**

Преподаватель английского языка

Категория: Педагог-модератор

КГУ «Средняя школа имени А.Байтурсынулы»

Отдела образования Кордайского района

УО акимата Жамбылской области

РЕСПУБЛИКАЛЫҚ ЖУРНАЛ

БІЛІМ ЖОЛЫ

НҰРЛЫ ЖОЛ

28.12.2023 жыл | № U00038

**Білім беретін, ғылыми,
танымдық, жарнамалық басылым**

МББ аты: «БІЛІМ ЖОЛЫ НҰРЛЫ ЖОЛ» журналы

МББ тілі: қазақша, орысша, ағылшынша

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Short term plan 3

Term 1 Unit 1. Making connections in biology.	School №	
Date:	Teacher's name:	
Grade 11	Number present:	Number absent:
Theme of the lesson:	The passive. Period 1.	
Learning objectives(s) that this lesson is contributing to	11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics 11.U7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	• discuss topic questions in simple phrases and sentences. • apply comprehension strategies to the text about a history of hygiene. • identify and use different forms of the passive with support.	
	Most learners will be able to:	
	discuss topic questions in expanded sentences. identify and use different forms of the passive with minimal support.	
	Some learners will be able to:	
	discuss topic questions in complex sentences. identify and use different forms of the passive without support.	
Value links	Having healthy lifestyle.	
Cross curricular links	Biology, Natural science.	
Previous learning	Food science.	
Use of ICT	Projector and smart board for showing a presentation, getting additional information, playing the audio, video	

	files.	
Intercultural awareness	Accept diversity of other cultures.	
Pastoral Care	Student centered teaching: respect, support. To create a friendly atmosphere for collaborative, pair and individual work. Promote a sense of self-esteem and self-respect and respect for others among all the learners.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting	
	students know what to anticipate from the lesson. Lead-in. Exercise 1 page 6. Play hangman with the words <i>infections</i> and <i>hygiene</i> . Check meaning and pronunciation. Then elicit how these two words are connected, e.g. <i>good hygiene prevents infections; bad hygiene can cause infections</i> .	

Main Activities	Exercise 2 page 6. Ask students to read the text quickly to see if it mentions any ideas from their discussion. Explain any unknown words. Exercise 3 page 6. Ask students to find the examples of the passive in the text and match them with the correct tense. Exercise 4 page 6. Go through the <i>Learn this!</i> box together and elicit the missing words. Exercise 5 page 6. Ask students to rewrite the sentences in the passive and then match them with a rule in the <i>Learn this!</i> box. Check answers as a class. Exercise 6 page 6. Students rewrite the underlined sentences in the passive. Remind them to use <i>by</i> only when the agent is important. Check answers as a class.	Presentation Video and images Handouts with task
Ending the lesson	Giving the homework. WB ex.1-3 p.5. Ask students: <i>What have you learned today? What can you do now?</i> and elicit answers: <i>I can understand a text about a history of hygiene. I can identify and use different forms of the passive.</i>	

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through stepby-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in reading, listening, speaking, writing. Did each learner involved into work? If not, why not? (e.g. didn't understand what to do; not so confident speaking English; not interested in topic; other).	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas