

РЕСПУБЛИКАЛЫҚ ЖУРНАЛ

БІЛІМ ЖОЛЫ НҰРЛЫ ЖОЛ

Білім беретін, ғылыми, танымдық, жарнамалық басылым



U00040

28.12.2023 ж



**ЖАНДОСОВА АНАРКУЛЬ
АЛУАКАСОВНА**

Ағылшын тілі пәнінің мұғалімі

Санаты: Педагог-сарапшы

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Short term plan

Term 1 Unit 1. Making connections in biology.	School №	
Date:	Teacher's name:	
Grade 11	Number present:	Number absent:
Theme of the lesson:	Sport, health, exercise.	
Learning objectives(s) that this lesson is contributing to	11.S4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide 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.U12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	discuss topic questions in simple sentences.	
	apply comprehension strategies to text about medical myth.	
	identify and use advanced passive structures with support.	
	Most learners will be able to:	
	discuss topic questions in extended sentences.	
	identify and use advanced passive structures with minimal support.	
	Some learners will be able to:	
	discuss topic questions in complex sentences.	
	identify and use advanced passive structures without support.	
Value links	Having healthy lifestyle.	
Cross curricular links	Biology, Natural science.	

Previous learning	Keeping fit.
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 8. Ask students to discuss the statements and say whether they think they are true or not. Elicit ideas.	
Main Activities	Exercise 2 page 8. Ask students to read the text and check their ideas. Exercise 3 page 8. Go through the <i>Learn this!</i> box together and then ask students to find examples for each rule in the text. Exercise 4 page 8. Students complete the sentences and then match them with a rule in the <i>Learn this!</i> box. Check answers as a	Presentation Video and images Handouts with task

	class. Exercise 5 page 8. Students complete the sentences. Check answers as a class. Exercise 6 page 8. In pairs, students discuss two more food myths. They should think of reasons to justify their ideas. Monitor and check the use of the passive. Elicit a few opinions from the class. Extra activity Write on the board: <i>An apple a day keeps the doctor away.</i> Ask: <i>What do you think this means?</i> (Eating an apple every day will keep you healthy.) Put students in two groups: one group will defend the statement and the other will disagree with it. Allow students time to prepare a few statements to support ‘their’ opinion, using advanced passive structures where possible, e.g. For: <i>Apples are known to contain fibre and vitamin C. Vitamin C is known to keep us healthy. People should be encouraged to eat them regularly.</i> Against: <i>Other fruits are known to contain more vitamins than apples. It is thought that most of an apple’s nutrients are in its skin but the skin isn’t eaten by many people.</i> Ask students to discuss. Monitor and help where necessary.	
Ending the lesson	Giving the homework. WB p.7 Ask students: <i>What have you learned today? What can you do now?</i> and elicit answers: <i>I can use advanced passive structures. I can discuss health myths.</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