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| Unit of a long term plan: Sport, Health and Exercise | School: named after D. Konaev |
| Date:  | Teacher name:  |
| CLASS: 8b | present: | absent: |
| Lesson title | Advice about staying healthy and active |
| Learning objectives(s) that this lesson is contributing to (link to the Subject programme) | 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics8.1.3.1 respect differing points of view |
| Lesson objectives | All learners will be able to: scan the dialogue, apply modal verbs with considerable support and respect others` point of viewMost learners will be able to: scan the dialogue, apply modal verbs with some support and respect others` point of viewSome learners will be able to: scan the dialogue, apply modal verbs without support and respect others` point of view |
| Assessment criteria | Scan the dialogueApply modal verbs correctlyRespect others and their points of view |
| Level of thinking skills  | Comprehension and Application |
| Values links  | SECULAR SOCIETY WITH HIGH SPIRITUALITY |
| Cross-curricular links | Kazakh, Russian |
| Previous learning | Learners have already studied the tenses of the verb |
| Plan |
| Planned timings | Planned activities (replace the notes below with your planned activities) | Resources |
| Start10 min(W) Hot SeatFeedbackFormative AssessmentMiddle(W) Make them guess3 min(P) Reading10 minFormative Assessment and Feedback(P) Making a dialogue 14 minFormative Assessment and Feedback | The teacher greets learners and checks their preparation for the lesson.Then learners play “Hot Seat” with the topical words from previous lessons.Monitoring notesThe sentences are taken from the dialogue between 2 friends. What is the dialogue about?I don`t know what to do to keep fit. Any ideas? Have you thought about exercising at home? It`s also easier to get injured when you exercise without a trainer.Read and check your ideasCCQ: What is the best way to keep fit? Your English-speaking pen-friend wants to lose some weight and asks you for advice. You think he\she should join a gym. Look at the ideas. Act out a similar dialogue. Don`t forget to use modal verbs.Peer Assessment “criterion highlighting”- speaks with clear pronunciation- uses topical words- uses modal verbs Should\shouldn`t  | S\B ex. 2 p. 48 |
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| End5 minFeedback | Reflection: “321”Home work: S\B ex. 4 p. 48  |  |
| 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 check |
| Weaker learners work with Stronger learners | By using peer assessment, monitoring notes |  |
| Reflection*Were the lesson objectives/learning objectives realistic?* *Did all the learners achieve the lesson objectives/ learning objectives? 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.   |
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| Summary evaluationWhat 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 individuals that will inform my next lesson? |

Checked up: