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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 text  8.6.13.1 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 topics  8.1.3.1 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 view  Most learners will be able to: scan the dialogue, apply modal verbs with some support and respect others` point of view  Some learners will be able to: scan the dialogue, apply modal verbs without support and respect others` point of view | | | |
| Assessment criteria | | | Scan the dialogue  Apply modal verbs correctly  Respect 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 |
| Start  10 min  (W) Hot Seat  Feedback  Formative Assessment  Middle  (W) Make them guess  3 min  (P) Reading  10 min  Formative Assessment and Feedback  (P) Making a dialogue  14 min  Formative 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 notes  The 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 ideas  CCQ: 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 |
|  |  | | | | |  |
| End  5 min  Feedback | 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. | | | | |
|  | | | | |
| 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 individuals that will inform my next lesson? | | | | | | |

Checked up: