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| **Unit 10.3.7W. One brain or two.** | **School:№19 named by Abai Kunanbaev** |
| **Date:**  | **Teacher name:Aytimbetova.K** |
|  **Grade: 10** | **number present:11** | **absent:0** |
| **Learning objectives(s) that this lesson is contributing to** | 10.S.1.Use speaking,reading,and listening skills working cooperatively in groups.10.W.1.Ask and respond to complex questions to get information about a wide range of general and curricular topics10.U.2 use and spell most high-frequency vocabulary accuratelyFor creating students’ interest to subject and encourage them organize a competition lesson. |
| **Lesson objectives** | **All learners will be able to:** * revise and pronounce all alphabetical letters without mistakes
* name the main vocabulary words;

**Most learners will be able to:*** use can’t / can to describe ability;

**Some learners will be able to:** **-** complete all worksheets correctly. |
| * Work in a group,share own ideas,make an attempt to do any activities.
* Describe types of brain and characters.
* Discuss about functions of brain
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| **Most learners will be able to:** |
| * Make sentences by using accurately grammatical structures
* wfe
 |
|  according to questions* To develop learner’s critical thinking

 Do the exercises successfully with minimal support |
| **Some learners will be able to:** |
| * Write words according to the theme.
* Understand and memorize the details while explaining instructions and answer the questions without any support.
* Be a leader and assist less able learners during group/pair discussions
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| **Language objectives** | **Students can.Find out brains work.** Describe things. |
| **Key words and phrases**:* What is hemisphere?
* The left side of brain is…
* Blood pressure,skull,neuron,neurologist
 |
| **Use classroom language for dialogue/writing*** *Discussion points:*
* To make up dialogue
* *Can you say why*…? Can you say who do we use brain?
* *Writing prompts*:Lesson objectives,assessment criteria and expressions of quantity
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| **Cross curricular links** | Biology and art |
| **Previous learning** | Capabilities of human brain |
| **Procedure of the lesson** |
| **Planned timings** | **Planned activities**  | **Resources** |
|   Start 7 minutes  | I.Organization momentGreetingThe duty’s reportBrainstorming:All students stand up and teacher introduce with the tasks of rebus.Students answer: Dividing into groups:with names of brain.Then teacher presents learning objectives and Assessment criteria. | Picture of things |
| Middle 26 minutes | II.Activating the studentsActivity 1.Answer for the questions according to the text.1st groups questions.What is the main work of brain?How much does the brain weigh?What is CPU?How many nerve fibres do the corpus callosum consist of?2nd groups questions.Describe the work of left brain?How is considered the right brain?Which side of brain do you think is dominant?What have the neurologists found?Descriptor:The learners read the text,answer the questions using new words.*Croup Assessment*:Groups assess each other with criteria of assessment.Assessment criteria:Points 1-31. They can understand questions.
2. They are able to answer the questions.
3. Learners use new words.

*Teacher Assessment*:For each correct answer gives two nuts for one correct answers.Physical training:pupils dancing doing exercises.III.The main part of the lesson To show from the board a video about brain…To elicit the objectives of the lessons ask learners the questions “What have you watched from video.What was video about?” and students will give their answers as they can,share their idea.Students have to guess the theme of the lesson.Activity 2.Make up dialogue done before hand materials.Descriptor:Make up dialogue beforehand done materials…Assessment criteria:1 point for 1 world1. Green star-excellent,yellow star-good,red star-not bad
 | Assessment paperA video about brainA large sheet,markersAssessment paperA bar chocolateSlide |
|  | 1. Teacher Assessment:Give a bar of chocolate for correct answer

Oral feedback and praising.After second task we discuss the new theme analysing by method of Bloom taxonomy.1.What have they known?Have they understood the main part of the text?How do they use?Pupils will answer the questions. | Picture of Bloom taxonomy. |
| End7 minutes | VII.ConclusionChecking up students understanding.Come back to the learning objectives.(To show today’s new words with body language)Count all points and taluses and identify which group has won.Congratulate,give them presents and praise.VIII.Giving the homeworkMake a poster about wunderkinds.IX.ReflectionReflection card1was interesting2was difficult3I knew4I want to know | Reflection paper |
|  **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**For less able students-they are provided with group mates’ and teacher’s support and with dictionary books as well.For more able students-they are in charge of every activity leading and guiding the group. | **Assessment – how are you planning to check learners’ learning?**Assessment criteria will be presented to the students before starting the group activityObserve students when presenting their group projects.Did the group dynamics work?Did each student contribute to the presentation?If not,why not?(e.g.didn’t understand what to do:not so confident speaking English:not interstand in topic:other)Monitor students to check they can manage the activities and are able to participate interactively | **Health and safety checkICT links**Health promoting techniques Breaks and physical activities used.Points from Safety rules used at this lesson.Classroom rules.A projector.a laptop,a mobile phone Lifelong learning.cooperation.respect to different opinions,transparency in |