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| **Lesson stage/Time** | **Teacher’s actions** | **Students’** **actions** | **Assessment** | **Resources** |
| **Beginning the lesson**2 min3 min | **Greeting. Organizational moment.** Before we start our new theme, I want to look at the slide and answer the questions.1.What do you usually wear at school?2.What do you usually wear when you go for a walk?3.Why do people spend lots of money on fashion?4.Do you have any clothes in your closet that you have never worn?5.Do you enjoy shopping for clothes? Why? Why not? T: Open page 114, read the title of the unit.So, today we speak about wearable and enhanced clothing. | Students dance on the songStudents write down the theme of the lesson   | Teacher’s word | PPT |
| **Checking homework** | **T:** Now you answer the words in chain. | Students answer the words in chain | Teacher’s word | PPT |
| **Studying the new words****5 min** | **Teacher:** Open page 114, at first we study the new words. | Students read, repeat and write down the new words | Formative assessment | EnclosurePPT  |
| **10 min** | **T:** Exercise 1, page 112. Read the definition. Look at the picture and fill in. 1.brain2.heart rate3.nerve4.pressure5.production6.temperature7….8…. | Students read the grammar rule and write down it in their copybooks | Teacher’s word | PPT4 points |
| **Studying the new material****20 min** | **Ex. 1. Page 112, Read the text about enhanced and wearable clothes.****Ex. 3, page 113. Read the text again and complete the sentences again.** | Students do exercises on Present, past and future continuous tense | Formative assessment | 6 points |

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| **Ending the lesson**5 min | **Reflexion** **Homework**: to learn the new words by heart; ex. 4, page 113. | PPT |  |
| **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? | Cross-curricular linksHealth and safety checkICT linksValues links |
| provide support for less able learners in recounting task in the form of a plot line template | use thumbs up and down technique and follow-up questioning to check learner comprehension | cross-curricular links: languages [world literature] |
| challenge more able learners to explain connections between different elements in the story when recounting  | monitor learner language for accuracy in opinion feedback task and ask other learners to peer correct errors |  |

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| ReflectionWere the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why? | Answer the most relevant questions from the box on the left about your lesson.  |

**Барвиновская общеобразовательная школа отдела образования акимата Сарыкольского района»**

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|  **The Grade/Класс:** | 11 |
|  **The Chapter/Раздел:**  | The Chemistry of Clothes |
| **The Full name of the teacher/ФИО педагога:**  | Brodyuk Alyona Alekseevna |
| **The date/Дата:**  | The 5-th week | 3.05.22 |
| **The theme of the lesson/Тема урока:** | The Chemistry of Clothes/ Wearables & Enhanced ClothingОдежда для повседневного ношения и улучшенная одежда |
| **The aims of the lesson/Цели урока:**  | 11.4.2, 11.4.5, 11.3.2, 11.4.3, 11.3.2, 11.3.3, 11.3.5, 11.6.3, 11.3.7, 11.1.4, 11.1.6, 11.1.9, 11.4.8, 11.5.3, 11.5.5, 11.5.6, 11.5.9, 11.6.3, 11.6.11 |
| **The aims of the lesson/Цели урока:** | 11.4.2, 11.4.5, 11.3.2, 11.4.3, 11.3.2, 11.3.3, 11.3.5, 11.6.3, 11.3.7, 11.1.4, 11.1.6, 11.1.9, 11.4.8, 11.5.3, 11.5.5, 11.5.6, 11.5.9, 11.6.3, 11.6.11 |