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| **Lesson stage/Time** | **Teacher’s actions** | **Students’**  **actions** | **Assessment** | **Resources** |
| **Beginning the lesson**  2 min  3 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 song  Students 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 | Enclosure  PPT |
| **10 min** | **T:** Exercise 1, page 112. Read the definition. Look at the picture and fill in.  1.brain  2.heart rate  3.nerve  4.pressure  5.production  6.temperature  7….  8…. | Students read the grammar rule and write down it in their copybooks | Teacher’s word | PPT  4 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 links Health and safety check ICT links Values 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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| Reflection  Were 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 Clothing  Одежда 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 | |