|  |  |
| --- | --- |
| **Short term plan 1 Term 1** **Unit 2. Investigate and report on the animal world** | **School-lyceum № 56** |
| **Teacher’s name:** | **Adilbaeva Ainagul Zhumaevna** |
| **Grade 11**  |  |  |
| **Date:** | 02.02.2023 |  |
| **Theme of the lesson:**  | An opinion essay |
| **Learning objectives(s) that this lesson is contributing to**  | 11.C6 - organize and present information clearly to others11.L5 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar topics 11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topic |
| **Lesson objectives**  | **All learners will be able to:** study samples to identify the parts and techniques used in opinion writing. produce an organized essay that states an opinion and provides at least 1 logical support. |
| **Most learners will be able to:** produce an organized essay that states an opinion and provides at least 2 logical supports |
| **Some learners will be able to:**produce an organized essay that states an opinion and provides 3 or more logical supports. |
| **Value links**  | Appreciate biodiversity. Learn to value the lives of animals. |
| **Cross curricular links**  | Biology, Natural science.  |
| **Use of ICT**  | Projector and smart board for showing a presentation, getting additional information, playing the audio, video files.  |
| **Intercultural awareness**  | Accept diversity of other cultures.  |
| **Pastoral Care**  | Student centered teaching: respect, support. To create a friendly atmosphere for collaborate |
| **Health and Safety**  | Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.  |
| **Plan**  |
| **Planned timings**  | **Planned activities**  | **Resources**  |
| Beginning the lesson  | The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Lead-in.** Write *Opposites attract* on the board. Then ask: *Is this true for you and your friends?* Elicit some answers and ask for reasons. **Exercise 1 page 23.** In pairs, students describe the photo and then answer the questions. Elicit a few answers to question 2, e.g., *loyalty*, *kindness*, *honesty*, *respect*, *a sense of humour*. **Exercise 2 page 23.** Go through the task together. Then students read the essay to find the writer’s opinion (paragraphs 1, 2 and 4) and details of a friendship (paragraph 3).  | SlidesStudents book |
| Main Activities  | **Exercise 5 page 23.** Go through the instructions together. Do the first question together as an example. Working individually or in pairs, students rewrite the remaining questions. Circulate and monitor, helping where necessary. Check answers as a class. **Extra activity** Write these sentences on the board: People often say that you can’t be friends for life. I disagree, but I’m not an expert. Dana is a good friend, but I don’t see her often. Sharing interests is important. Ask students to rewrite these sentences using the features in the Learn this! box. Answers: It is said that you can’t be friends for life. I disagree. Not that I’m an expert. Dana is a good friend although I don’t see her often. It’s sharing interests that is important. **Exercise 6 page 23.** Go through the task together. Allow students time to come up with ideas and make notes. **Exercise 7 page 23.** Before students start writing, remind them to try to include all the features covered in the lesson. Students write their essay. Monitor and help with grammar and vocabulary where necessary.  | PresentationVideo and imagesHandouts with task |
| Ending the lesson  | Giving the homework. Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an opinion essay on the topic of friendship. I can use ‘do* / *did’ for emphasis. I can use certain structures and features in an opinion essay. .*  |  |
| **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?**  | **Critical thinking**  |
| Differentiation can be achieved by **task** (selection of learning materials and resources based on student strengths). **By support**. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. **By outcome** providing challenge, variety and choice.  | Observe learners when participating in reading, listening, speaking, writing. Did each learner involve into work? If not, why not? (e.g., didn’t understand what to do; not so confident speaking English; not interested in topic; other).  | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas  |