

Unit of a long term plan Unit 9Science and technology		School: №65		
Date:	25.11.22	Teacher’s name: Akhmet Akniyet		
Class:	10 B	Number present:	Number absent:	
Lesson title		Curricular IT 3F How VR works		
Learning objectives(s) that this lesson is contributing to	10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;			
Lesson objective SMART	Learners will be able to: - Identify the meaning of the words by context - Discuss find solutions to an issue			
Assessment criteria	- Deduce meaning from context in extended texts - Recognize intercultural differences through reading and discussion			
Planned timings	Teacher activities	Sts activities	Ass-t	Resources
Beginning of the lesson 5 min.	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Students look at the different piece of equipment and think about what they do. Tell them they can check any they are not sure of in a dictionary. Elicit what they do around the class	Sts greet the teacher Suggested answer: <i>A VR headset</i> is used to view the VR world <i>A console</i> runs a game or other software A display is what we see on a screen or VR headset		Student’s book
Main Activities	PRE - READING EXERCISE: Students watch the video. After watching discuss and answer the questions.	.		https://www.youtube.com

15 min.	WHILE - Reading exercise: (Pair work).Students read the text intensively and guess the meaning of the words: <i>surface, audience, intrude, runs, images, block out, physically</i> Descriptors: ● Scan the text ● Find the location of the words (e.g. §2, line 3) ● Give a definition to each word from context Differentiation: less able students use a dictionary	Pair work	Peer assess	/watch?v=ry4PLF-soHI						
12 min	 Post-reading activity: Lead the discussion. Prepare 2 thought-provoking questions that your group might want to discuss. 1. Why did Danny start his experiment? Give an argument 2. Do you agree with writer? Would you use this philosophy in your life? Give an argument Pre-speaking task: Students fill the table with the words associated to the theme in a group. <table><tr><th colspan="2">VR headsets</th></tr><tr><th>advantages</th><th>disadvantages</th></tr><tr><td> </td><td> </td></tr></table> While- speaking task: Students in groups discuss advantages and disadvantages of VR Descriptors: ● Make a group ● Prepare a list of priorities ● Give evidence to support his/her point of view Criteria:				VR headsets		advantages	disadvantages		
VR headsets										
advantages	disadvantages									

	1. Content (relevance and development of ideas). Stay on topic and make ideas logical. 2. Organization (cohesion, paragraphing, and format). 3. Use linking words (at least 5 words). 4. Vocabulary (style and accuracy). Use and pronounce topical vocabulary correctly Differentiation: less able students answer to simple questions			
Ending the lesson 6 min.	Giving the home task. S.B. p.45, Ex.5 retell Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”: Green: How can you use today's learning in different subjects? Red: How do you feel about your work today? White: What have you learnt today? Black: What were the weaknesses of your work? Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt...) Yellow: What did you like about today's lesson? "Six thinking hats" 	Student reflect the lesson	oral	