

LESSON 9		School-gymnasium №65		
Unit 1: Making connections in biology				
Date:21.09.22		Teacher’s name:F.Ybyray		
Grade:11F		Numberpresent:	Numberabsent:	
Themeofthelesson:	An article			
Learning objectives	11.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 11.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 11.6.14 - use a variety of prepositional phrases before nouns and adjectives; use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics			
Lessonobjectives	All learners will be able to: dramatize a dialogue in a doctor’s office describing illness and methods of remedying it withsupport. Most learners will be able to: dramatize a dialogue in a doctor’s office with somesupport. Some learners will be able to: dramatize a dialogue in a doctor’s office with nosupport.			
Previous lesson	Formalandinformalwriting			
Plan				
Planned timings	Teacher’s activities	Student’s activities	Evaluation	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. Some questions about the weather. Lead-in. Ask: Has anyone been ill recently? What was wrong with you? (e.g. I had a cold.) What symptoms did you have? (e.g. I had a headache and a sorethroat.) Brainstorm illnesses and symptoms and write them on the board. Checking the home task:dramatize a dialogue in a doctor’s office describing illness and methods of remedying it withsupport.	Students respond to the teacher’s greeting. Students answer the questions Revise the words and phrases Students dramatize dialogues in a doctor’s office describing illness and methods of remedying it withsupport.	T tries to award active Ss. «The praise» method is used to evaluate Ss with phrases like: “Good job! Well done!”	Board Student’s Book Teacher’s Book
5 min				

Middle of the lesson 5 min	Exercise 1 page13. In pairs, students describe the photo and speculate about how the person is feeling. Elicit a few ideas. Exercise 2 page13. Go through the words together. Check meaning and pronunciation. They then write the words in the correct group. Exercise 3 page 13. In pairs, students discuss the questions. Ask a few students to tell the class about their experiences. Exercise 4 page 1. Go through the task together. Tell students they will hear someone doing this task. listen to and answer the questions. Check the answers as a class. Watching the video about the harmful effect of sugar. Play the recording for students to listen for the treatments and the doctor's recommendation. Discuss the questions. Exercise 5 page 13. Ask students check the meaning and pronunciation of the key-phrases. Which ones are included in the article? Reading the main parts of the text and dividing into the parts Working with the cards prepositional phrases before nouns and adjectives	Students describe the photo and speculate about how the person is feeling Students write the words in the correct group Students discuss the questions. Students listen to and answer the questions Students watch the video Students listen for the treatments and the doctor's recommendation Students check the meaning and pronunciation of the key-phrases Students write and use a variety of prepositional phrases before nouns and adjectives	<i>Verbal evaluation</i> <i>Individual evaluation</i> <i>Mutual evaluation</i> <i>Verbal evaluation</i> <i>Individual evaluation</i>	Handouts with tasks Audio 1.08. Handouts with tasks
End of the lesson 5 min	REFLECTION Ask students: <i>What have you learned today? What can you do now?</i> and elicit answers: <i>I can role-play a conversation at the doctor's. I can talk about illnesses, injuries and symptoms. I can talk about treatments and remedies. I can use phrases to ask for clarification.</i> Home task: SB p.13 Ex 7		<i>Self-assessment</i> <i>Formative assessment</i>	

