

## ПЛАН УРОКА

<b>Предмет</b>	Английский язык
<b>Учитель</b>	Рахметова С.С.
<b>Школа</b>	г.Атырау, НИШ ХБН, 10 класс
<b>Тема урока</b>	Discussing possible benefits of space tourism




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<b>Learning objectives(s) that this lesson is contributing to</b>	10.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics 10.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 10.S3 explain and justify their own and others' point of view on a range of general and curricular topics
<b>Lesson objectives SWBAT</b>	-express their point of view about space tourism - learn at least 5 new vocabulary related to space - find out new information about space tourism
<b>Language objectives</b>	Students learn and practice vocabulary related to space
<b>Success criteria</b>	(R5) fill in 80% of gaps correctly (S7) use at least 3 subject-specific vocabulary in speaking task (S3) explains and justifies their point of view with examples and evidences.
<b>Value links</b>	students learn to work in a team, collaborate and express their point of view
<b>Cross curricular links</b>	Astronomy, Physics
<b>ICT skills</b>	Laptops
<b>Previous learning</b>	Unit Revision

### Plan

Planned timings	Planned activities	Resources
Beginning 7min	<b>Lesson1</b> Teacher introduces learners with lesson objectives. <b>Warm-up.</b> <b>(P)</b> Students work in pairs. Teacher shows the video "What is there in our Solar System?" on	

	<p>the active board and asks them to describe what is happening in the video and compare the people.  Students and Teacher brainstorm the topic "Solar System".  Students complete the "Sun Questionnaire" on themselves using the mindmap "Our Solar System"  Follow-up question:  Will the public be able to go into space by 2015?  Teacher listens to student's answers and writes some interesting ideas on the board.</p>	<p><a href="http://bilimland.kz/en/content/lesson/8973-what-is-there-in-our-solar-system">http://bilimland.kz/en/content/lesson/8973-what-is-there-in-our-solar-system</a></p>  <p><a href="https://twig-bilim.kz/mindmap/288/the-planet">https://twig-bilim.kz/mindmap/288/the-planet</a>  <a href="https://twig-bilim.kz/mindmap/284/sun-and-stars/">https://twig-bilim.kz/mindmap/284/sun-and-stars/</a></p>
<p>Middle 30 min</p> <p>15 min</p> <p>20min</p> <p>10min</p>	<p><b>Speaking FA S3/S7</b>  <b>(G)</b> Teacher divides students into 3 groups. Teacher asks students to discuss and write answers to the questions:</p> <ul style="list-style-type: none"> <li>• Do you think you will ever take a holiday in space?</li> <li>• Should governments spend taxpayers' money on space travel?</li> <li>• Why are there so many satellites orbiting the Earth? Will the technology become more important, in your view?</li> </ul> <p>Teacher monitors and gives support to less able students. Students present their answers in front of class. Teacher assesses student's speaking according to success criteria.</p> <p><b>Pre- reading task.</b>  <b>(P)</b> Students are asked to match words with definitions.</p> <p><b>Differentiation by task/support</b>  Ask most able students to make sentences with some words.  Provide less able students with translations of the words.  Teacher checks answers with students.</p> <p><b>Reading FA R5</b>  <b>(P)</b> Students quickly skim the article for general meaning, ignoring the missing sentences. Teacher asks students:  Why do NASA and the SFF have different priorities?  <b>(I)</b> After that, students should fill in gaps with given sentences.</p> <p><b>Post reading discussion(FA S3)</b>  <b>(W)</b> Students work in 3 groups or pairs and discuss these questions after reading the article:</p> <ul style="list-style-type: none"> <li>• Do you think SFF is right to encourage</li> </ul>	<p>Objective FCE, St.Book, p.64-65</p> <p>Worksheet1</p>

	<p>the commercial development of space? Why? Why not?</p> <ul style="list-style-type: none"> <li>• What benefits and drawbacks might this bring?</li> </ul>	
End 5 min	<p><b>Reflection</b> Students speak out or write <b>3 facts</b> they have found out about space on the lesson.</p>	
<b>Additional information</b>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Health and safety check</b></p>
<p><i><b>Differentiation by task and support.</b></i></p>	<p>Reading and speaking assessment according to success criteria</p>	<p>Exercises for eyes in the middle of the lesson.</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</p>	<p><b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b></p>	

## **Summary evaluation**

**What two things went really well (consider both teaching and learning)?**

**1: Game was interesting because it was competition.**

**2: Watching video. After watching, they gave their own examples.**

**What two things would have improved the lesson (consider both teaching and learning)?**

**1:**

**2:**

**What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?**