

## ПЛАН УРОКА




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<b>Предмет</b>	Английский язык
<b>Учитель</b>	Ләзатова А.М.
<b>Школа, класс</b>	г. Астана, школа-лицей №76, 4 класс
<b>Тема урока</b>	At the family doctor's office

<b>Learning objectives(s) that this lesson is contributing to</b>	<p><b>4.L3</b> understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p><b>4.S5</b> pronounce an increasing range of words, short phrases and simple sentences intelligibly</p> <p><b>4.U9</b> use common simple present forms, including short answer forms and contraction</p>
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know new words.</li> </ul> <p><b>Most learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use verbs in the Present Simple</li> </ul> <p><b>Some learners will be able to:</b></p> <p>Play in role</p>
<b>Success criteria</b>	<p>Learners have met <b>4.S5</b> learning objective if they get 8 or more of the questions correct and can justify how most of their predictions were different to what was heard on the recording.</p> <p>Learners have met <b>4.L3</b> learning objective if they use a reasonable range of subject-specific vocabulary in most task</p> <p>Learners have met <b>4.U9</b> learning objective if they write sentences using Present Simple</p>
<b>Value links</b>	Values are activities, answering the questions, writing to the worksheets, work in pairs and group.
<b>Cross curricular links</b>	biology, chemistry and computer science
<b>ICT skills</b>	MC Word, youtube.com etc.
<b>Previous learning</b>	The Olympic Games

Plan		
Planned timings	Planned activities (replace the notes below with your planned activities)	Resources
1 min	<p><b>1. Beginning</b></p> <p>Make the learners familiar with the learning objectives of the lesson. Then at the beginning of the lesson, teacher asks the students about the weather.</p>	PPT
4 min	<p>The circle of joy</p> <p>Game "Find the answer"</p> <p>Teacher gives a piece of paper which has a question with a wrong answer. Pupils must find it's answer.</p>	cards
5 min	<p><b>II. Middle</b></p> <p>Students should read the proverb and each time teacher will clean up the string quotes. So students should learn by heart poem.</p> <p>An apple a day</p> <p>Sends the doctor away.</p> <p>Apple in the morning</p> <p>Doctor's warning.</p>	PPT
7 min	<p><b>Skill: Vocabulary</b></p> <p>Teacher reads the new words and she gives 2 minutes to learn them. Then pupils play the game "Sheep's head".</p> <p>Family doctor ['fæm(ə)li 'dɔktə] отбасылық дәрігер</p> <p>Greet people [gri:t 'pi:p(ə)] адамдарды қарсы алу</p> <p>Medical school ['medik(ə)l sku:l] медицина университеті</p> <p>Nurse [nɜ:s] мейірбике</p> <p>Patient ['peɪj(ə)nt] емделуші</p> <p>Pulse [pʌls] тамыр соғысы</p> <p>Reception [ri'sepʃ(ə)n] қабылдау бөлімі</p>	PPT

	<p>Receptionist [ri'sepʃ(ə)nɪst] қабылдау бөлімінің хатшысы</p> <p>Temperature ['temp(ə)rətʃ ə] температура</p> <p>Medicine ['medsɪn] дәрі</p> <p>Sick [sɪk] ауру</p> <p>Diagnose [di'ægnɒs] диагноз</p> <p>Then teacher takes the ribbon, which has different colours. Pupils choose one of them. And each 4 colours of ribbon is one group. The 1<sup>st</sup> group is "Teacher", the 2<sup>nd</sup> is "Nurse", the 3<sup>rd</sup> is "Doctor".</p>						
3 min	<p><b>Pre-listening:</b></p> <p>Teacher asks students what they think about the picture and then listen to the dialogue.</p> <p>-Where are the kids and their teacher?</p> <p>-What do you think they are doing their?</p>	Ribbon					
3 min	<p><b>Skill: Listening</b></p> <p>(Track 37)</p> <p>Listen to the dialogue</p>	P.B.p53					
2 min	<p>After listening pupils work in pairs for translating and understanding the text. Then they will organize the act, one member of each group will come and act out.</p> <p>Role-play</p> <p>Teacher:</p> <p>Nurse:</p> <p>Doctor:</p>	Track 37					
6 min	<p><b>After –reading task</b></p> <p>Teacher gives worksheets. Pupils must complete the sentences with the words from the box.</p> <table border="1" data-bbox="261 1935 1107 2002"> <tr> <td>reception</td> <td>patients</td> <td>nurses</td> <td>receptionist</td> <td>school</td> </tr> </table>	reception	patients	nurses	receptionist	school	
reception	patients	nurses	receptionist	school			

4 min	<p>1. The doctor has a lot of ... .</p> <p>2. ... help doctors.</p> <p>3. ... is a person who answers the phone.</p> <p>4. You need to study in a medical ... to be doctor.</p> <p>5. When patients come to the doctor's office, they first go to the ...</p> <p style="text-align: center;">  </p> <p><a href="http://bilimland.kz/kk/content/structure/1111-english_language#lesson=14128">http://bilimland.kz/kk/content/structure/1111-english_language#lesson=14128</a></p> <p>bilimland.kz. №1052 Кім болғым келеді: мамандықтар</p> <p><b>Grammar</b></p> <p><b>Present Simple</b></p> <table border="1" data-bbox="261 981 1275 1178"> <thead> <tr> <th>Positive Form</th> <th>Negative Form</th> <th>Question Form</th> </tr> </thead> <tbody> <tr> <td>I play football.</td> <td>I don't play football.</td> <td>Do I play football?</td> </tr> <tr> <td>She is a pupil.</td> <td>She isn't a pupil.</td> <td>Is she a pupil?</td> </tr> </tbody> </table>	Positive Form	Negative Form	Question Form	I play football.	I don't play football.	Do I play football?	She is a pupil.	She isn't a pupil.	Is she a pupil?	WB.31 worksheet
Positive Form	Negative Form	Question Form									
I play football.	I don't play football.	Do I play football?									
She is a pupil.	She isn't a pupil.	Is she a pupil?									
2 min	<p><b>Conclusion</b></p> <p><b>Game: Spider's web</b></p> <p>Teacher will give pupils a minute to look through the verbs.</p> <p>The students must say verbs which are given in the text in the Present Simple. So students make a spider web giving the thread.</p>	PPT									
3 min	<p><b>1. End</b></p> <p>Teacher gives 2 colours paper to students. Then teacher shows the learning objectives of the lesson and learners do self-assessment:</p> <p>The students who achieved the objectives rise a green paper, those who worked towards must rise a red paper.</p> <p><b>Evaluation</b></p> <p>Teacher gives a token for each right answer.</p>	Thread									
3 min		Red and green papers									

2 min	<p>5-6 tokens - excellent; 3-4 tokens - good; 1-2 tokens - satisfactory.</p> <p><b>Homework:</b> Worksheets about Present Simple.</p>	worksheet
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**Additional information**

<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 ICT links</b></p>
<p><i>Differentiation can be by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners (Theory of Multiple Intelligences by Gardner).</i></p> <p><i>Differentiation can be used at any stage of the lesson keeping time management in mind</i></p>	<p><i>Use this section to record the methods you will use to assess what students have learned during the lesson</i></p>	<p><i>Health promoting techniques</i></p> <p><i>Breaks and physical activities used.</i></p> <p><i>Points from Safety rules used at this lesson.</i></p>

<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?</p> <p>If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan</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>
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and why?

**Summary evaluation**

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

**1:**

**2:**

**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?**

## Приложение № 1

### THE STRUCTURE OF ATOMS

**ATOMS** Atoms consist of a number of fundamental particles, the most important are ...

	Mass / kg	Charge / C	Relative mass	Relative Charge
<b>PROTON</b>				
<b>NEUTRON</b>				
<b>ELECTRON</b>				

**Q.1**

	Protons	Neutrons	Electrons	Charge	Atomic No.	Mass No.	Symbol
<b>A</b>	19	21	19				
<b>B</b>	20			Neutral		40	
<b>C</b>				+	11	23	
<b>D</b>	6	6		Neutral			
<b>E</b>	92			Neutral		235	
<b>F</b>	6		6			13	
<b>G</b>		16		2-	16		
<b>H</b>							$^{27}\text{Al}^{3+}$

**Q.2** Calculate the average relative atomic mass of sulphur from the following isotopic percentages...  $^{32}\text{S}$  95%  $^{33}\text{S}$  1%  $^{34}\text{S}$  4%

**Q.3** Bromine has isotopes with mass numbers 79 and 81. If the average relative atomic mass is 79.908, calculate the percentage of each isotope present.

**Need help:- See example calculation on the next page**

**Q.4** Calculate the average relative atomic mass of an element producing the following peaks in its mass spectrum...

<i>m/z</i>	62	63	64	65
Relative intensity	20	25	100	5

## Приложение № 2

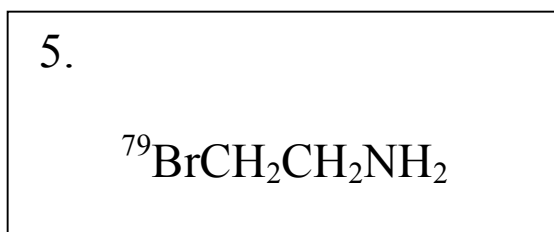
### Blue Card Game

Students will play the game in teams of two. Each player receives a card from the instructor. Your goal is to find out the formula mass of the organic compound shown on the card. Once you have the formula mass, write it on a piece of paper along with your name, your team member's name, and the problem numbers of your cards. Raise your hand as soon as you have both answers completed. I (the teacher) will quickly grade your answers and if you did not do something correctly, you can do it over. When you get both answers correct, I will give you a couple of new cards.

Do not write or mark on the cards. Do not use calculators; you only need to add and subtract simple numbers!

Each team completes a total of four cards correctly. Students who finish early received additional cards to work on.

#### Example Blue Card



### Yellow Card Game

Each card has a chemical formula; your task will be to graph the relative abundance of the isotopes of the molecule found in nature. Step 1: Use your isotope table (see appendix x) to determine the mass and relative abundance of each isotope depending on whether C, Cl, and/or Br isotopes are present.

Step 2: Calculate the formula mass for each isotope of the molecule (remember the blue card game).

Step 3: Draw a graph with mass on the x-axis and relative abundance on the y-axis.  
Sample Yellow Card

5. Make a graph of the following molecule that shows the different molecular masses possible and how much of each mass is found in nature based on the natural abundance of all isotopes of C, Cl, and Br.



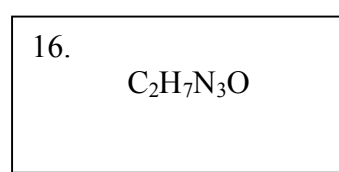
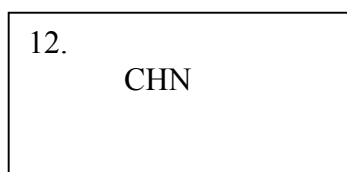
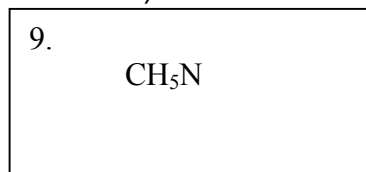
### Green Card Game

On this set of cards you are given a formula mass and a little bit more information and your



job is to come up with a formula that is consistent with known bonding properties of some important organic atoms. Refer to the column on your isotope sheet that says “number of bonds”; each of the atoms must form the indicated number of bonds when forming an organic molecule. The formulas that you come up with must be consistent with the bonding rules on this sheet.

**Sample Purple Cards** (Warm-up for Green Card Game – Practice Drawing Structural Formulas)



**Sample Green Card**

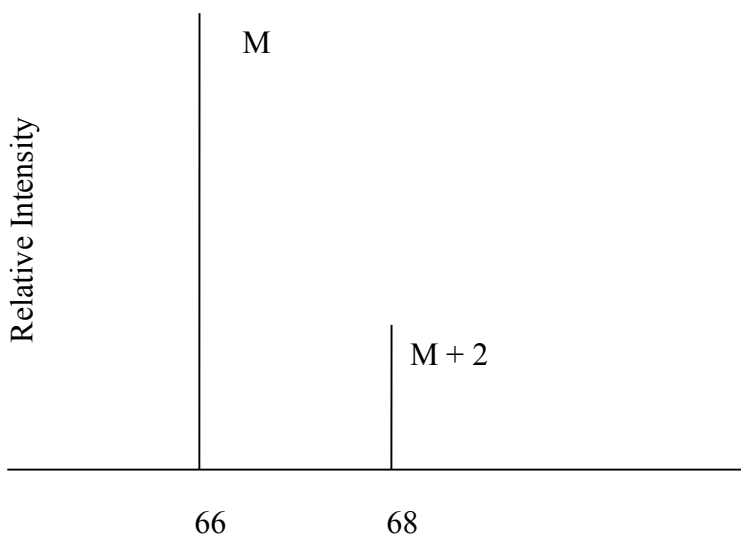
5. Find a formula of a compound that contains C, H, and may have O and/or N.  
It contains one isotope of Br.

Formula mass = 123

**Pink Card Game**

In this card game you will find the output graph from a mass spectrometer indicating the molecular mass and the relative abundances of each isotope when present. Your task is to use what you have learned to propose a possible formula for the graphed molecule. Make sure the molecule can exist before submitting your final answer/s.

**Sample Pink Card**



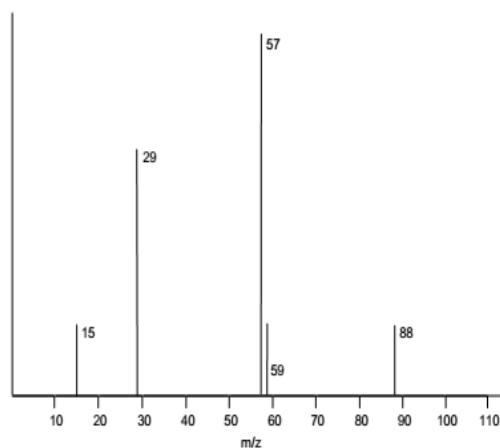
## MASS SPECTROSCOPY – TASK 1

1) For each of the following signals:

- identify the species responsible for the signal **and**
- write an equation to show how that species is formed

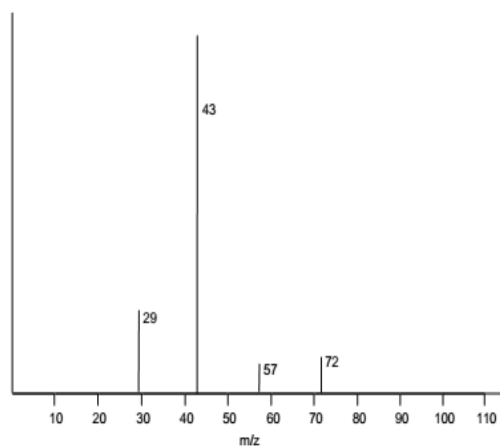
- the peak at  $m/z$  29 in propane
- the peak at  $m/z$  44 in propane
- the peak at  $m/z$  122 in 2-bromopropane
- the peak at  $m/z$  43 in 2-bromopropane
- the peak at  $m/z$  43 in ethyl ethanoate
- the peak at  $m/z$  57 in 2-chloro-2-methylpropane
- the peak at  $m/z$  57 in methyl propanoate

2) Identify the ester with the molecular formula  $C_4H_8O_2$



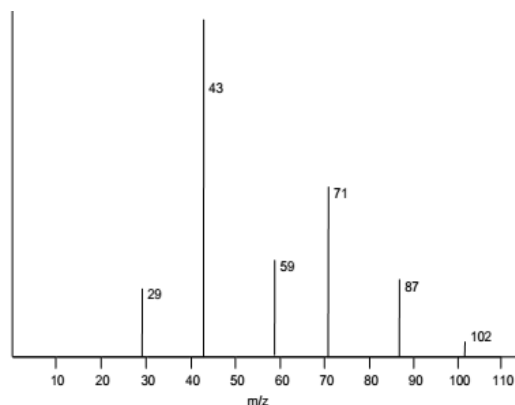
3) The mass spectrum of butanone is shown.

- identify the species responsible for all the signals shown
- write an equation for the formation of each species



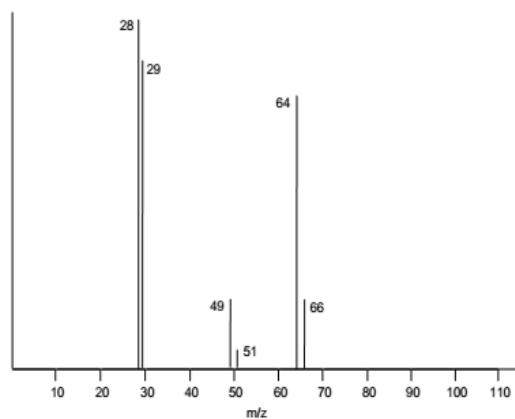
4) The mass spectrum of methyl butanoate is shown.

- identify the species responsible for all the signals shown
- write an equation for the formation of each species



5) The mass spectrum of chloroethane is shown.

- identify the species responsible for signals m/z 66, 64, 51, 49, 29
- write an equation for the formation of each species



6) The mass spectrum of 1-bromopropane is shown.

- identify the species responsible for signals m/z 124, 122, 81, 79, 43 and 29
- write an equation for the formation of each species

